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ABSTRACT

This detailed study examines the short- and long-range facility needs of Dayton City School District. Extensive tables illustrate study findings; descriptions of individual schools and their facility needs are appended. (LLR)

ED0 47386

A LOOK TO THE FUTURE:
PROGRESS THROUGH FACILITY EVALUATION AND PLANNING

DAYTON CITY SCHOOL DISTRICT

A Report For The Superintendent
And Board Of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Dayton, Ohio

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LETTER OF TRANSMITTAL

TO THE BOARD OF EDUCATION OF THE CITY OF DAYTON:

At your request we have completed this study developing long and short range educational concepts for Dayton. This study is directed at the educational facility needs of Dayton.

We wish to express our appreciation for the continuing support and assistance we have received from the Board of Education, the Superintendent of Schools, the administrative and teaching staff, the Dayton Department of Planning and Development, the various community groups, and private citizens.

We should like to caution against the potential misuse of any educational plan. Educational planning and improvement is a continuing process -- a process which requires review, updating, and, when necessary, major revision. Citizens must be involved in this continuous-coordinated educational planning.

This study is presented to the Board of Education and citizens of Dayton with the sincere hope that it will provide a useful guide to solving the complex school problems facing Dayton.

I. C. Candoli, Project Director

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I. Education for a Changing World

Introduction

Dayton, the birthplace of modern air transportation, the home of significant automotive developments, the location of major technological breakthroughs is no stranger to change. Indeed, the changes brought to American and Global societies as a result of creative developments originating in Dayton make this city unique among comparably sized cities of the world. Dayton can reasonably claim to have fostered many of the major technological developments of the twentieth century.

Man's capacity to explore outer space, to visit other planetary bodies, to transmit visual images throughout the universe began with the dream of two Daytonians who startled the world with their first manned flight of a few feet. This invention, the airplane, significantly and unalterably changed the course of mankind. Subsequent developments have added to the store of technical and scientific knowledge until today we are on the verge of either becoming the most advanced society the world has ever known or of destroying ourselves completely because of our careless use of the inventions of the past 70 odd years.

The invention of the airplane, probably the greatest discovery since the invention of the wheel, has triggered the development of the urban society, the technological age. Distances once considered very great are now traveled in hours and will soon be only minutes apart. People, material, equipment, as well as items of total destruction can quickly be moved from one location to another. In man's haste to improve his lot in life, we have become victims of the very creations that have made 'the good life' possible. The technology of production which enabled goods once reserved for the few to be enjoyed by most Americans now threatens to destroy our environment.

The automobile which has enabled the development of major urban centers has also caused the emission of life-endangering exhausts into the atmosphere. Indeed the word smog was born during the post-World War II era as a result of the proliferation of vehicles and other pollution-producing technological discoveries. And what was once unique to a single American urban center is now easily recognized in most cities throughout the world.

Technology has provided the means for a rewarding life. It has lengthened the life span of humans, eased the fearsome physical tasks of previous generations, it has produced countless labor-saving devices, it has brought luxury within the means of most Americans, it has reduced the concept of around the world in 80 days to around the world in 80 minutes (and perhaps soon to around the world in 80 seconds). At the same time technology has provided terrifying potential for the elimination of mankind. To paraphrase a well known television series "This earth can self-destruct in 60 seconds."

Our modern, complex society is a study in contrasts. We have learned how to place a man on the moon, yet do not have the will to clean our air and waterways. We have learned how to interchange vital organs in the human body yet have not willed the peaceful coexistence of diverse groups in our cities. We have devised the most sophisticated system of visual and audio communications ever developed yet have not willed to truly listen and understand one another. We have invented the capacity to eradicate hunger, disease, and suffering from the earth yet have not willed that people be properly housed, fed, and cared for.

Yet in spite of the potential trauma lurking before us, we must recognize the overarching progress made since that day the airplane first took flight. However, it must be understood that social progress has been much slower than technological progress and that the main thrust in the next 10 years must be in the area of social and societal development. Survival as a nation, indeed as humans depends upon our capacity to devise social skills that parallel our technological skills. Dayton, as it has led in the technological and scientific development can also lead in societal development. To do otherwise would be a rejection of the innovative genius and spirit of this city!

Dayton's Basic Form

As many American cities, Dayton is the result of many smaller communities or neighborhoods gathering to form the central city. There exists in Dayton today a variety of neighborhoods which tend to form cohesive action groups concerned with their particular neighborhood. The significant physical determinants in Dayton are the Mad and Miami Rivers which traverse the city in a general north-south direction (actually north, northeast to south, southwest) and divide the city geographically. Further geographic boundaries are man-made: the rail system which provides access to the city from all directions and encouraged the location of early industrial-business complexes; the major interstate highways, I-70 which runs east-west, north of Dayton, and I-75, a north-south limited access highway.

As Dayton has grown, it has developed along the lines of a modified grid pattern with major thoroughfares and expressways extending from the downtown business district to the various neighborhoods. These thoroughfares allow ready and convenient access to the business district from any point in the city and surrounding metropolitan area. Since the basic mode of transportation in the Dayton metropolitan area is the auto, the development of a network of vehicular passages has been of highest priority. In fact, the Thoroughfare Plan Report of the City Plan Board states, "It concedes to and promotes the merits of an auto-dominant transportation system as the backbone of transportation development within the planning area."[1] The report goes on to suggest that continuing exploration and study of alternative forms of future transportation is needed but that the development of thoroughfares will largely determine future transportation systems. Since street patterns largely determine a city's form it is safe to assume that Dayton will continue to have a modified grid pattern.

Among the unique features possessed by Dayton are those found in cities that have not become completely land-locked. Dayton is basically a single family residence type of community. A majority of the residences in the city are single family and only in recent years has there been major activity in providing multiple family types of residential units. As an indication of Dayton's emphasis on single family dwellings, Table I is presented. Table I compares Residential Building Permits by Type for Dayton, Cleveland, and Cincinnati.

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[1] Thoroughfare Plan Report. Dayton City Plan Board. February, 1968, page 8.

As the foregoing indicates, Dayton is continuing to provide a majority of single family dwellings. This, of course, is reflected in the skyline of the city. There is an apparent dirth of the high rise units that typify most urban centers. Rather one finds an abundance of suburban type residential areas throughout the city with few high-rise, high density areas. While the downtown business district does contain many magnificant high-rise structures, the residential areas have been spared this type of development.to date.

The Central Business District is proof of the dynamic nature of Dayton. Recent and yet unfinished high-rise buildings abound. Office structures, civic buildings, hotels, department stores, commercial buildings, educational institutiones are all found in the Central Business district bounded on the west by I-75, on the north by Route 69, on the east by Patterson Boulevard, and to the south by 6th Street. The prevailing mood is one of growth, of action. Continuing investment in building activity reinforces the feeling of optimism in the potential of the city. As the hub of a metropolitan area serving over 875,000 people in a four-county area, Dayton is the major business, commercial, industrial center for the Miami Valley. Montgomery County alone contains over 600,000 people.

As a major urban center, Dayton is a unique blend of urban concentration tempored by semi-rural spaciousness, of big city business offset by small town casualness, of large city sophistication modified

Table A-1

Residential Building Permits by Type for Dayton, Cleveland and Cincinnati 1967, 1968 and First Quarter 1969

City	1967	1968	1969 (First Quarter)
Dayton			
Total	6,872	7,188	1,380
S.F.	3,902	4,241	923
M.F.	2,970	2,947	457
% M.F.	43.2	41.0	33.1
Cleveland			
Total	13,562	13,528	2,348
S.F.	5,963	5,633	1,248
M.F.	7,599	7,895	1,100
% M.F.	56.0	58.4	46.8
Cincinnati			
Total	8,818	8,919	1,886
S.F.	3,995	4,187	836
M.F.	4,823	4,732	1,050
% M.F.	54.7	53.1	55.7

Source: A Housing Profile of the Miami Valley Region. Miami Valley Regional Planning Commission. August 1969.

by village concern. Dayton can be summarized by the statement that many Chambers of Commerce use, "The Big-Little City."

The areas of the city that offer the greatest potential for residential growth are the north, northwest and northeast portions of Dayton. The greatest amount of raw land is available in these areas and adjacent unincorporated land could easily be developed for residential use. There are a number of logical annexations to the north that will eventually become part of the city. The northern portion of Dayton has and is developing along the typical suburban model with single family units occupying large lots. This reinforces earlier statements as to the single family residential pattern of Dayton.

Important to the development of any city is the type and quality of educational agencies serving the area. Dayton is blessed with easy access to several institutions of higher education including the University of Dayton and Wright State University located in the metropolitan area. In addition, Central State University, Wilberforce University, and University of Miami are within an hour's travel of the city. Further proof of the concern for advanced training is the developing Sinclair Community College now under construction in the central business district.

Dayton then can be characterized as a city that offers a great variety of social, economic, educational, and cultural opportunities to its service area. As an industrial center it provides employment opportunity in automotive, rubber, data processing, appliance, and aircraft industries as well as in a great variety of smaller specialty type industries. As a business center Dayton offers great diversity of opportunity ranging from finance to insurance. As a commercial center giant department stores provide wares along with the smallest corner stores. The giant airforce installation located adjacent to the city provides still another input into the life pattern of Greater Dayton. Dayton truly is the 'hub' of the Miami Valley and serves the entire 4-county region.

Summary of Demographic Data

Every metropolitan area in America has undergone major population and demographic changes during and following World War II. Dayton is no exception. Caught in the vise of public school population expansion, suburban development, in-migration of low income non-whites to the central city, exodus of white middle-income populations to the suburbs, changing technology, economic and industrial shifts, and aging central facilities; the metropolitan centers have been unable to keep pace with needed services and physical improvements. Dayton has been more fortunate than most in the provision of such facilities and services. However, the backlog of problems is beginning to catch up.

The problems of the core city are compounded by two other fiscal factors:

1. Municipal Tax "Overburden." The city must tax and pay for the large bulk of needed social services for the poor who are concentrated in the city: health services, welfare costs, police, fire, and special education needs.

2. Inadequate state and federal fiscal support programs designed to reduce the backlog of human problems concentrated in our cities. For example, current war expenditures have necessitated a federal holding action of expenditures on urban problems.

The following is a summary of the projections developed by the Miami Valley Regional Planning Commission as published in June 1969.[3]

While the figures presented in the table are perhaps quite optimistic, the fact remains that the Greater Dayton Metropolitan area will experience significant growth during the next 30 years. It would appear that the greatest bulk of the growth will take place outside the city proper with at best only minimal growth projected for the city of Dayton. This can be changed as residential, cultural, economic, and educational policies are developed for Dayton.

In the three-county area included in the Dayton metropolitan area a sizeable segment of the population is non-white, mostly concentrated in the city of Dayton. Table 3 presents the data on non-white population and is taken from research done by the Miami Valley Regional Planning Commission.[4]

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[3] Population Projections 1970-2000. Miami Valley Regional Planning Commission. June, 1969.

[4] A Housing Profile of the Miami Valley Region. Miami Valley Regional Planning Commission. August, 1969.

Table A-2

Population Data

	1975	1980	1985	1990	2000
Greene County	149,191	170,433	198,458	228,101	289,406
Miami County	93,459	101,237	111,631	123,024	149,659
Montgomery County	732,615	784,410	824,511	859,615	931,768
(Dayton)*	(273,000)	(276,000)	(280,000)	(290,000)	(300,000)
TOTALS	975,265	1,056,080	1,134,600	1,210,740	1,370,833

*Dayton included in Montgomery County totals.

Table A-3

Number and Percent
Non-White Population by County

County	1950 Number	%	1960 Number	%	1970 (Projection) Number	%
Greene	5,249	8.9	6,679	7.1	8,200	6.6
Miami	1,140	1.8	1,420	1.9	1,646	1.9
Montgomery	37,704	9.5	62,517	11.9	96,447	14.5
Region*	44,405	7.5	71,007	9.1	106,723	11.1

*Includes several other counties.

Significant in the growth of the non-white population has been the fact that the growth has been concentrated in the city of Dayton. In fact non-white residential patterns are almost exclusively concentrated in Dayton's west and southwest areas with the single suburban residential opportunity for non-whites being Jefferson Township located southwest of the city. Indeed Jefferson Township seems to be developing as a predominately black suburb.

Given the demographic reality of the city and region several hypotheses can be drawn as well as some assumptions for Dayton.

1. Contrary to the projection in Table 2 the population of Dayton will decline slightly before increasing because of:
   a. White exodus from the central city.
   b. Lowering of the birthrate for both whites and blacks.

   c. Non-white immigration will slow still further.
   d. Increase will come from family units now being formed. These are the offspring of the bumper post-World War II baby boom.

2. Racial transition will continue to occur primarily in the southwest, west, and central sections of the city.
   a. This assumes that most Negro population expansion will continue through transition at the edges of existing predominantly Negro areas, rather than through jumping to scattered locations in presently all-white areas distant from mainly Negro areas.

3. Tentative policy implications of the foregoing are:
   a. The steady trend towards a public school system with increasing Negro enrollment is inescapable unless the relationship between these groups and the suburbs changes in one of three ways:
      1. Future population growth of Negro groups shifts to the suburbs because of "spillover" of expanding predominantly Negro areas into the suburbs.
      2. Large outmigration of Negroes to the suburbs occurs--one of the three strategies discussed by the National Advisory Commission on Civil Disorders--this seems unlikely.
      3. Suburban students are interchanged with city students in a metropolitan-based school system. This is being done in some areas of the country.

4. Ultimately, integration along either racial or social-class lines must involve the suburbs.
5. These conclusions clearly indicate the need to emphasize the development of high-quality schools, whether or not they are integrated, though racial and social-class integration must be regarded as an important way to achieve high quality.
6. There is a pressing need for rapid action regarding any policies designed to encourage racial or social-class integration within the city, or to prepare for possible metropolitan cooperation.

School Enrollments

As the set of tables that present the school enrollment data show, the Dayton Public Schools are in a period of decreasing pupil enrollment.

At the start of the 60's, the Dayton Public Schools were in an increasing enrollment cycle. The 1960 enrollment of 55,618 rose to a peak of 60,558 in 1964-65 and has since decreased by several thousand (Table 4). A significant increase was caused in 1964 by the decision of the Catholic Board of Education to phase out the first grade. Future actions by the non-public schools can continue to influence the public school enrollment figures.

In developing enrollment projections, the Survey Staff has provided a range of enrollment variations in order that:

1. Plans be formulated to provide for possible fluctuations in enrollment.

Table A - 4

Enrollment Figures
Dayton Public Schools

Year	K	1-6	7-8	9-12	Sp. Ed.	1-5	6-8	9-12	Total
1960-61	5,468	29,327	8,553	11,323	947	24,843	13,037		55,618
1962-63	5,445	29,247	8,564	13,790	952	24,835	12,976		57,998
1964-65	5,124	30,256	8,350	15,272	1,556	25,964	12,642		60,558
1966-67	5,087	29,634	8,407	15,325	1,780	25,097	12,944		60,233
1968-69	4,301	28,610	8,668	15,414	1,713	24,291	12,987		58,706
1969-70	4,444	27,335	8,448	15,191	1,701	23,003	12,780		57,119

2. Conditions that effect enrollment, i.e., migration, residential development, birthrates, and retention policies could be provided for.

Birthrates in the nation have dropped dramatically in the past decade. The state of Ohio and the city of Dayton also reflect this trend. In fact, from a peak of 7,454 live births in 1956 Dayton has shown a steady decrease to a figure of 4,949 live births in 1968. While it appears to have leveled at this figure, the decrease is in the 30 to 40 per cent range -- a significant statistic.

Projecting enrollment figures is, at best, a very hazardous venture. Among the variables which could affect such efforts are future birth rates, rate of residential development, actions of the non-public schools, actions of the electorate in support of school issues, and annexation proceedings. The projections provided assume no great change in migration patterns and little in the way of major land acquisitions to the city. In addition, the construction of new housing seems to be severely slowed because of the tight financial market presently being experienced. It is the feeling of the survey team that while birthrates are not going to significantly increase in the coming decade, gross births will increase because of the increased numbers of family units now being formed. The post-World War II baby crop is now coming to childbearing age and should begin to have major impact on school enrollments during the next decade.

As Table A-5 indicates, school enrollments should continue to decrease through the middle 1970's. It is doubtful if the low projections will be realized. The high projections could be exceeded if present

Table A - 5

Enrollment Projections
Dayton Public Schools - Total

	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
Year	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	4,182	4,299	24,768	25,857	7,938	8,425	15,209	15,556	1,666	1,722	20,714	21,736	11,992	12,546	53,763	55,859
1972-73	3,735	3,862	23,441	25,159	7,669	8,217	15,131	15,800	1,628	1,727	19,414	21,046	11,696	12,330	51,604	54,765
1973-74	3,755	3,888	22,305	24,622	7,412	8,005	14,946	15,906	1,577	1,702	18,498	20,596	11,219	12,031	49,995	54,123
1974-75	3,604	3,725	21,280	23,987	7,155	7,913	14,379	15,547	1,502	1,662	17,906	20,143	10,529	11,757	47,920	52,834
1975-76	3,618	3,749	20,745	23,608	6,552	7,650	14,053	15,319	1,452	1,634	17,825	20,241	9,472	11,017	46,420	51,960
1976-77	3,612	3,750	20,624	23,648	5,756	7,006	13,556	15,037	1,401	1,607	17,511	19,880	8,869	10,774	44,949	51,048

conditions in housing policy, migration and annexation are changed. The projected decrease is largely due to the birth rate decrease and reflects present housing market restrictions.

Tables 6-18 reflect the projections as they are applied to the various sections of the city with Tables 6, 10, and 14 representing the three administrative units as defined by the superintendent of schools. The other tables reflect enrollments in high school attendance areas with the exception of Patterson Co-operative High School which is shown in the total figures.

Implications for Education

The educational implications of the demographic reality of Dayton are complex and debatable. The Survey Staff draws the following conclusions.

1. White out-migration will continue but at a slower rate.
2. Non-white in-migration will also decline.
3. Most Negro expansion will occur at the edges of the existing Negro areas.
4. School segregation patterns are primarily resultant of housing patterns.
5. The Dayton Public Schools do not control most of the major factors causing segregated education: housing patterns, migration trends, transit systems, and citizens 'opting' in or out of public and parochial school systems.

6. The Dayton Board of Education must continue its current leadership role in acting as a responsible partner in actively working towards the long-term goal of an integrated educational system.
7. Multiple strategies and plans are needed for diverse areas of the city. For example, different educational plans are needed for all-black inner-city areas, areas "tilting" from white to black, areas adjoining tilting communities, integrated areas, and all-white perimeter areas.
8. Models of successful desegrated and integrated schools need careful development and major expansion.
9. Decreasing enrollments will enable space allocation to accommodate new and emerging programs of education.
10. Educational plans and educational facility programs need development which will increase the options available to students, parents, and the Board of Education.
11. An educational plan must face the demographic reality of Dayton.
12. Demographic trends can and have been changed and reversed by man-made decisions.

Table A - 6

Enrollment Projections
Dayton Public Schools - Administrative Unit #1
(Belmont, Dunbar, Stivers)

	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
Year	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	1,403	1,442	8,308	8,672	2,776	2,939	4,251	4,349	559	578	6,935	7,278	4,149	4,333	17,297	17,980
1972-73	1,246	1,295	7,863	8,440	2,681	2,866	4,230	4,417	546	579	6,498	7,045	4,046	4,261	16,566	17,597
1973-74	1,259	1,304	7,482	8,259	2,591	2,793	4,177	4,445	536	570	6,172	6,889	3,901	4,163	16,045	17,371
1974-75	1,209	1,249	7,138	8,045	2,502	2,761	4,028	4,345	504	557	5,994	6,743	3,646	4,063	15,381	16,957
1975-76	1,214	1,256	6,959	7,912	2,291	2,668	3,927	4,287	487	548	5,969	6,777	3,281	3,803	14,878	16,671
1976-77	1,211	1,258	6,918	7,932	2,012	2,444	3,791	4,203	470	540	5,863	6,655	3,067	3,721	14,402	16,377

Table A-7

Enrollment Projections
Dayton Public Schools - Belmont

Year	K		1-6		7-8		9-12		Sp.Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	549	564	3,253	3,391	1,170	1,227	1,932	1,976	219	226	2,703	2,834	1,720	1,784	7,123	7,384
1972-73	492	507	3,079	3,300	1,130	1,196	1,922	2,007	214	227	2,532	2,741	1,677	1,755	6,837	7,273
1973-74	493	510	2,930	3,229	1,092	1,166	1,898	2,020	216	223	2,417	2,683	1,605	1,712	6,629	7,148
1974-75	473	489	2,795	3,146	1,054	1,152	1,836	1,974	197	218	2,337	2,624	1,512	1,674	6,355	6,979
1975-76	475	492	2,725	3,097	966	1,114	1,784	1,951	191	215	2,328	2,639	1,363	1,572	6,141	6,869
1976-77	474	493	2,709	3,101	848	1,020	1,722	1,910	184	211	2,286	2,590	1,271	1,531	5,937	

Table A-8

Enrollment Projection
Dayton Public Schools - Dunbar

Year	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	520	534	3,078	3,209	949	1,004	1,384	1,416	207	214	2,577	2,701	1,450	1,512	6,138	6,377
1972-73	465	479	2,913	3,124	917	979	1,377	1,438	202	214	2,415	2,616	1,415	1,487	5,874	6,234
1973-74	467	482	2,772	3,057	886	954	1,360	1,447	195	211	2,305	2,560	1,353	1,451	5,680	6,151
1974-75	448	462	2,645	2,977	856	943	1,308	1,415	187	206	2,227	2,503	1,274	1,417	5,444	6,003
1975-76	450	464	2,578	2,932	783	911	1,279	1,394	180	203	2,217	2,515	1,144	1,328	5,270	5,904
1976-77	449	465	2,563	2,936	688	835	1,234	1,368	174	200	2,178	2,470	1,073	1,301	5,108	

Table A-9

Enrollment Projections
Dayton Public Schools - Stivers

	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
Year	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	334	344	1,977	2,072	657	708	935	957	133	138	1,655	1,743	979	1,037	4,036	4,219
1972-73	289	309	1,871	2,016	634	691	931	972	130	138	1,551	1,688	954	1,019	3,855	4,126
1973-74	299	312	1,780	1,973	613	673	919	978	125	136	1,450	1,646	943	1,000	3,736	4,072
1974-75	288	298	1,698	1,922	592	666	884	956	120	133	1,430	1,616	860	972	3,582	3,975
1975-76	289	300	1,656	1,883	542	643	864	942	116	130	1,424	1,623	774	903	3,467	3,898
1976-77	288	300	1,646	1,895	476	589	835	925	112	129	1,399	1,595	723	889	3,357	3,838

Table A - 10

Enrollment Projection
Dayton Public Schools - Administrative Unit #2
(Fairview, Meadowdale, Roth)

	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
Year	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	1,275	1,311	7,552	7,891	2,298	2,458	3,994	4,085	508	525	6,323	6,639	3,527	3,710	15,627	16,270
1972-73	1,142	1,178	7,148	7,677	2,221	2,397	3,973	4,149	496	527	5,926	6,430	3,443	3,644	14,980	15,928
1973-74	1,145	1,187	6,801	7,514	2,146	2,335	3,925	4,177	478	520	5,655	6,295	3,292	3,554	14,495	15,733
1974-75	1,098	1,137	6,488	7,321	2,072	2,308	3,776	4,082	458	507	5,465	6,154	3,095	3,475	13,892	15,355
1975-76	1,103	1,145	6,325	7,208	1,897	2,232	3,690	4,023	443	498	5,440	6,183	2,782	3,257	13,458	15,106
1976-77	1,102	1,144	6,288	7,216	1,667	2,043	3,560	3,949	427	489	5,344	6,073	2,611	3,186	13,044	14,841

Table A-11

Enrollment Projection
Dayton Public Schools - Fairview

Year	K		1-6		7-8		9-12		Sp.Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	355	365	2,102	2,201	802	855	1,445	1,478	141	146	1,760	1,852	1,144	1,204	4,845	5,045
1972-73	318	328	1,989	2,141	775	834	1,437	1,501	138	147	1,649	1,793	1,115	1,182	4,657	4,951
1973-74	319	331	1,893	2,096	749	812	1,420	1,511	133	145	1,574	1,753	1,068	1,155	4,514	4,895
1974-75	306	317	1,806	2,042	723	803	1,366	1,477	127	141	1,521	1,716	1,008	1,129	4,328	4,780
1975-76	307	319	1,760	2,010	662	776	1,335	1,455	123	138	1,514	1,724	908	1,062	4,187	4,698
1976-77	307	319	1,750	2,012	582	711	1,288	1,429	119	135	1,487	1,694	845	1,029	4,046	4,606

Table A-12

Enrollment Projection
Dayton Public Schools - Meadowdale

Year	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	409	421	2,422	2,532	911	966	1,498	1,532	163	169	2,028	2,131	1,305	1,367	5,403	5,620
1972-73	366	378	2,293	2,463	881	942	1,490	1,556	159	169	1,901	2,063	1,273	1,342	5,189	5,508
1973-74	367	381	2,181	2,411	851	918	1,472	1,567	153	167	1,814	2,017	1,218	1,312	5,024	5,444
1974-75	352	365	2,081	2,349	822	907	1,416	1,531	147	163	1,753	1,975	1,150	1,281	4,818	5,315
1975-76	354	367	2,029	2,313	752	877	1,384	1,509	142	160	1,745	1,985	1,036	1,205	4,661	5,226
1976-77	353	367	2,017	2,316	661	803	1,335	1,481	137	158	1,714	1,949	964	1,170	4,503	5,125

Table A-13

Enrollment Projection
Dayton Public Schools - Roth

Year	K		1-6		7-8		9-12		Sp.Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	511	525	3,028	3,158	585	637	1,051	1,075	204	210	2,535	2,656	1,078	1,139	5,379	5,605
1972-73	458	472	2,866	3,073	565	621	1,046	1,092	199	211	2,376	2,574	1,055	1,120	5,134	5,469
1973-74	459	475	2,727	3,007	546	605	1,033	1,099	192	208	2,267	2,525	1,006	1,087	4,957	5,394
1974-75	440	455	2,601	2,930	527	598	994	1,074	184	203	2,191	2,463	937	1,065	4,756	5,260
1975-76	442	459	2,536	2,885	483	579	971	1,059	178	200	2,181	2,474	838	990	4,610	5,182
1976-77	442	458	2,521	2,888	424	529	937	1,039	171	196	2,143	2,430	802	987	4,495	5,110

Table A - 14

Enrollment Projection
Dayton Public Schools - Administrative Unit #3
(Colonel White, Kiser, Roosevelt, Wilbur Wright)

Year	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	1,504	1,546	8,908	9,294	2,864	3,028	5,274	5,395	599	619	7,456	7,819	4,316	4,503	19,149	19,882
1972-73	1,347	1,389	8,430	9,042	2,767	2,954	5,248	5,479	586	621	6,990	7,571	4,207	4,425	18,378	19,485
1973-74	1,351	1,397	8,022	8,849	2,675	2,877	5,184	5,515	563	612	6,671	7,412	4,026	4,314	17,795	19,250
1974-75	1,297	1,339	7,654	8,621	2,581	2,844	4,988	5,392	540	598	6,447	7,246	3,788	4,219	17,060	18,794
1975-76	1,301	1,348	7,461	8,488	2,364	2,750	4,874	5,313	522	588	6,416	7,281	3,409	3,957	16,522	18,487
1976-77	1,299	1,348	7,418	8,500	2,077	2,519	4,702	5,215	504	578	6,304	7,152	3,191	3,867	16,000	18,160

Table A-15

Enrollment Projection
Dayton Public Schools - Colonel White

Year	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	442	454	2,617	2,727	827	869	1,719	1,758	176	182	2,191	2,294	1,253	1,302	5,781	5,990
1972-73	396	408	2,477	2,654	799	848	1,710	1,785	172	183	2,054	2,221 2,263	1,222	1,281	5,554	5,878
1973-74	397	410	2,357	2,597	773	826	1,689	1,797	166	180	1,960	2,230 2,175	1,170	1,248	5,382	5,810
1974-75	381	394	2,249	2,530	746	816	1,625	1,757	159	176	1,894	2,126	1,101	1,220	5,160	5,673
1975-76	382	396	2,192	2,490	683	789	1,588	1,731	153	173	1,885	2,135	990	1,144	4,998	5,579
1976-77	382	396	2,180	2,495	600	724	1,532	1,699	148	170	1,852	2,099	928	1,120	4,842	5,484

Table A-16

Enrollment Projection
Dayton Public Schools - Kiser

	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
Year	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	238	246	1,409	1,478	455	494	693	709	95	99	1,179	1,244	685	728	2,890	3,026
1972-73	213	220	1,333	1,438	440	483	690	720	93	99	1,105	1,205	668	716	2,769	2,960
1973-74	214	222	1,269	1,407	425	470	682	725	89	98	1,055	1,180	639	697	2,679	2,922
1974-75	205	213	1,210	1,371	410	463	656	709	85	96	1,020	1,152	600	682	2,566	2,852
1975-76	206	215	1,180	1,350	376	449	641	699	83	94	1,015	1,159	541	640	2,486	2,807
1976-77	205	214	1,173	1,351	330	411	618	686	80	92	997	1,137	506	625	2,406	2,754

Table A-17

Enrollment Projection
Dayton Public Schools - Roosevelt

Year	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	532	544	3,153	3,280	1,001	1,044	1,811	1,853	212	218	2,639	2,759	1,515	1,565	6,709	6,939
1972-73	477	491	2,984	3,191	967	1,018	1,802	1,882	207	219	2,474	2,671	1,477	1,538	6,437	6,801
1973-74	478	493	2,839	3,123	935	992	1,780	1,894	199	215	2,361	2,614	1,413	1,501	6,231	6,717
1974-75	459	472	2,709	3,042	902	981	1,713	1,852	191	210	2,282	2,556	1,329	1,467	5,974	6,557
1975-76	461	475	2,641	2,996	826	948	1,674	1,824	185	207	2,271	2,569	1,196	1,375	5,787	6,450
1976-77	460	476	2,625	3,000	726	868	1,615	1,791	178	204	2,231	2,523	1,120	1,345	5,604	6,339

Table A-18

Enrollment Projection
Dayton Public Schools - Wilbur Wright

Year	K		1-6		7-8		9-12		Sp. Ed.		1-5		6-8		Total	
	L	H	L	H	L	H	L	H	L	H	L	H	L	H	L	H
1971-72	292	300	1,729	1,809	581	621	1,051	1,075	116	120	1,447	1,522	863	908	3,769	3,925
1972-73	261	270	1,636	1,759	561	605	1,046	1,092	114	120	1,357	1,474	840	890	3,618	3,846
1973-74	262	272	1,557	1,722	542	589	1,033	1,099	109	119	1,295	1,443	804	868	3,503	3,801
1974-75	252	260	1,486	1,678	523	584	994	1,074	105	116	1,251	1,412	758	850	3,360	3,712
1975-76	252	262	1,448	1,652	479	564	971	1,059	101	114	1,245	1,418	682	798	3,251	3,651
1976-77	252	262	1,440	1,654	421	516	937	1,039	98	112	1,224	1,393	637	777	3,148	3,583

II. Goals for the School-City

Introduction

The interdependence of the variety of agencies that exist in the typical urban center has never been more clearly defined than it is today. The day when the school system, or library system, or municipal system could "go it alone" has long since departed. Needs are simply too great and resources too meager to allow such attitudes to continue. The school, as any other agency that operates in a community, must realize that it is but one of many organizations concerned with the total life process in a community. As but one of many agencies concerned with the quality of life in Dayton, the Dayton Public Schools recognize that they have a vital concern for supporting the efforts of other agencies and in turn, can and should expect active support and cooperation from these agencies.

As one of the agencies involved with the total life structure of the city, the Dayton Public Schools must develop their goals consistent with the major goals and objectives of the city and metropolitan area. It is most difficult to conceive of any major life goals that do not have as an important component the quality and quantity of the educational system. For this reason, the survey staff has worked very closely with city and regional planning groups in order to better articulate and coordinate the commonality of concern and effort. Continued dialogue and cooperation leading to the development of mutually supporting and complimenting plans is very desirable and recommended.

Any long-range educational plan should emerge from a clearly stated set of goals and objectives. City goals and educational goals serve the same population and need close coordination. The educational plan for Dayton should be evaluated in terms of its ability to contribute to the achievement of metropolitan, city, community and educational goals. Proposed alternative educational plans should also face a similar measurement against the stated goals.

The overriding concern of this report is that the educational system of Dayton must provide increased diversity and flexibility in order to meet the constantly changing needs of its clientele. Simply stated, the educational plan must increase the options available to students, parents, and the Board of Education. Concomitant with this concern is the growing realization that the role of public education in Dayton and throughout the United States is dramatically changing from one of providing facts and information to a more encompassing role as a partner in the achievement of a better life for all Dayton citizens.

City and Metropolitan Goals

As long ago as November, 1959 in the publication Metropolitan Challenge produced by Metropolitan Community Studies, Inc. an introductory paragraph states:

> The people are the metropolitan area. It is for them that governmental, social, and economic institutions exist. Basic to the understanding of a community therefore is a knowledge of individuals as social beings who interact with each other, as wage earners contributing to and deeply interested in the economic propserity of the area, and as citizens who can influence and are effected by their local governments. Because of these various aspects of daily living, governmental and economic organizations and processes should not be considered in isolation from the people...

> But early explanation is needed for more than the extent of growth and mobility. Who are the residents and what are they like? People affect their institutions; certain social characteristics, for example, have a direct relation to the types of public services required. A community composed largely of youngsters and young adults encounters considerable demand for educational and recreational services. A locality whose residents have a high educational level is urged to provide more cultural facilities. A community with many families of high income has less need for public health service and wants more spent for schools. In brief, to understand Metropolitan Dayton one must know much about its people.[1]

The above statement signifies a gradual shift on the part of municipal and regional planning authorities from the highly technical, numerical, often sterile approach to urban planning to the socio-personal approach now being recognized as crucial to successful plan development. The technical skills are as of great significance as ever but they no longer are ends in and of themselves. Rather they become the basis, the tools for developing appropriate alternatives for consideration. With such a socio-personal thrust, the City Plan Board is currently developing the framework for a comprehensive plan for Dayton. As a comprehensive plan, it incorporates the planning efforts of a variety of agencies and organizations including the educational system.

Any statement of Metropolitan and City goals must recognize as a primary concern the improvement of the quality of life-by enlarging human opportunities, improving the environment and strengthening and diversifying the economy. The citizens of the Dayton Metropolitan area aspire to a better life, a wider variety of economic, social, and cultural opportunities for each individual. But, to attain these hopes, urgent needs must be met. Young people must be educated, family living conditions must meet rising expectations, and the cycle of poverty and deprivation must be arrested.

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[1] Metropolitan Challenge. Dayton, Ohio: Metropolitan Community Studies, Inc. November, 1959. p. 5.

When the socio-personal domain is utilized as the basis for city and metropolitan planning, a variety of concerns arise. These, in turn, provide the basis for planning goals. Basic human needs are really the framework, the skeleton of any viable plan. In their most rudimentary form, human needs can be stated as follows:

1. Shelter - the right of every individual in our society to live in adequate, comfortable, safe housing. The availability, in sufficient quantity, of housing to meet the differentiated needs of an urban population is most important. Not only must such accommodations be in plentiful supply but it must also be provided within the financial means of the user. Closely related to such needs are the necessity for the provision of support and complimentary services such as shopping, schools, transportation, parks, churches, etc. In other words shelter encompasses a wide variety of related appurtenances so necessary to the total well-being of the individual.

2. Nourishment - while most concerns in this arena are commonly expressed in terms of basic food requirements, there is increasing evidence that intellectual and cultural nourishment are also vitally important for the individual. Just as the body cannot exist without food, the intellect and personality of the individual soon shows signs of atrophy unless stimulation and nourishment are available. City and metropolitan goals must address themselves to the availability of such nourishment, of the capacity of the region to assure each individual that his needs in terms of the physical, social, intellectual, and cultural can be attended to.

3. Economic well being - the opportunity for the individual to become a self sustaining, contributing member of society ultimately rests on his capacity to command the opportunity to participate in the economic life of the community. The creation of jobs and positions in sufficient number is only half of the battle. Equally important is the provision of the opportunity for individuals to acquire the necessary skills in order that they can fill the job needs of the area. It is no secret that the human psyche must have continuous reinforcement and success experiences in order to remain viable. Success in the employment arena is a crucial factor in the total life expectancy of the individual. Therefore the economic goals and objectives of an urban area are inescapably related to the total planning effort. Economic development and job opportunities are crucial to any comprehensive plan for the Dayton Metropolitan area.

4. Individual freedoms - to insure equal opportunity for all citizens of the metropolitan area, the city must continue to encourage the adoption of state and area wide policies that will guarantee freedom of access to housing, educational, economic, cultural, and recreational activities. Not unless and until all citizens of a community are truly afforded the rights guaranteed under the constitution of the United States can the democratic ideal be considered as operational. Urban centers particularly must recognize this supreme challenge to the continued peace, progress, and tranquility of the area.

Appropriate city and metropolitan goals and their impact and dependence on education include:

1. Family life and environmental improvement - included would be the quality of schools, neighborhood institutions, parks, shopping, police and fire protection, cultural activities, the purity of air and water, and the quality and size of the housing unit itself. All housing must be brought up to contemporary standards with deteriorated sections of the city renewed.

A general expansion of the educational system is appropriate to the concerns expressed here. Increased opportunity for post high school training as well as greater diversification of K-12 programs should be provided. Pre-school and adult education efforts must be greatly increased in order that all persons can develop to their optimum potential.

Increased attention to the environment is of prime importance. Provision of recreational centers, parks, cultural centers as well as convenient shopping plazas and other service facilities is crucial. Concern for and action to insure that the air and waterways of the area are cleaned becomes increasingly important.

Close coordination of efforts of all agencies will permit maximum utilization of scarce resources with great potential for cooperative thrusts being developed by a number of agencies.

2. Expanded opportunities for the disadvantaged. The effects of the poverty cycle are felt not only by those who are poor and must surrender to its degrading results but by the total metropolitan area, for broad goals cannot be attained as long as these conditions exist. Basic health, educational, and housing needs must be met. Equally important are the opportunity for individual achievement and the capability to participate in the activities of the city and region.

Because deficient housing and abject poverty are generally found in the same areas of the city and metropolitan complex, cooperative intensive programs of social action and physical improvement are indicated.

The net effect of such action would benefit all Dayton area residents, for developing the capacities of these people now living in poverty to share in the opportunities available in this great city would enable them to achieve higher income levels and to contribute to the expansion of those opportunities. The role of the educational system in this area is particularly significant and important.

3. Economic development and job opportunities. The existing industrial, commercial, and business economy of Dayton coupled with its excellent location as a regional center for commerce reinforce the need for Dayton to continue to develop its favorable position as a leader in the many and varied industrial, commercial, and business enterprises.

To take advantages of Dayton's role as a center of business and industrial activity, education must play a vital part in the training of personnel to successfully implement the technological age we are entering. While automation and other technological developments have reduced the importance of manufacturing as a producer of new jobs, Dayton does have the potential for great expansion in the number of jobs in non-manufacturing activities such as services and in the communications industries. The educational system must continue to provide new and expanded training opportunities for the citizens of Dayton in order to assure that a pool of skilled employees will be available.

4. Proper Allocation of Land and Resources. The wise use of land area and financial resources to provide optimum benefits to the citizens of Dayton is a logical outcome of coordinated planning.

Reallocation of land to provide space needed for recreation, education, manufacturing, business, and housing will be the key to creating urban environments that are attractive and functional.

The importance of cooperative planning and coordination among public and private agencies is essential to the orderly development and implementation of any program. The experience already gained through mutually supportive practices indicates the need for expanding and improving this approach.

Inter-agency referrals, zoning, coordinated private and public investment are all examples of voluntary cooperation that has succeeded. More recently the establishment of neighborhood associations, community councils and commissions has helped to unify developmental efforts.

The allocation and wise use of physical and other resources must be aimed at the achievement of two basic human objectives which are:

- Individual capacity to act, assured by essential standards of the physical and social environment, and
- Individual opportunity for variety, range of choice, and personal advancement.

Educational Goals and Objectives

Educational planning and the function of education is crucial to the total Comprehensive Plan for Dayton. As a key subsystem of the city and metropolitan area, the educational system must coordinate its plans with these of other public and private agencies. The temptation and motivation to 'go it alone' is not a realistic approach to sound educational planning. The commonality of goals between the various agencies, the constant struggle for adequate resources, the ever-present danger of duplication of effort, the increasing complexity of the total milieu, all demand extensive cooperation and coordination.

City-wide goals and objectives are developed with the understanding that differentiated policies for implementation will be needed in order to best utilize resources and to recognize the vast differences that exist in the many sub-units of a city as large as Dayton. Thus while the goals and objectives of the educational system remain constant, the means by which these goals are realized are tailored to the particular needs of a sub-unit.

Educational goals for the contemporary urban society are perhaps best expressed in a recent American Association of School Administrators publication entitled Imperatives in Education and include the following:

1. Preparation of People for the World of Work -- In order to qualify people to participate fully in an expanding economy, each individual must have as much education and as broad an education as his capacity will permit. This includes expanded and updated opportunities in vocational and technical education, training in simple occupations for less academically gifted students, retraining programs for adults, and improved vocational guidance for all students. The Dayton Public Schools have initiated considerable effort in the development of a vocational-technical education plan. The proposed provision of a variety of vocational education opportunities throughout the city has been presented to the State Board of Education. In addition expansion of the Patterson Cooperative High School to serve an expanded student body is being considered.

2. Making Urban Life Rewarding and Satisfying -- The phenomenon of urbanization must be faced and accommodation of its realities must proceed by meeting expanded educational aspirations through eliminating overcrowded classrooms, extending the instructional program downward to include kindergarten and pre-kindergarten-age pupils, developing in-service education programs for teachers, relating the educational program to the life of the community, and providing the increased services and resources needed in the urban centers. A recent statement of Educational Goals by the Superintendent of Schools indicated the commitment of the Dayton Public Schools by emphasizing the uniquely urban nature of the Dayton Public Schools. As a major urban center, the Dayton School system has recognized its important role in providing a thrust in the major urban educational goal of having each citizen achieve The Right to Read. Both by intent and action, this goal assumes a very high priority in the Dayton Public Schools.
3. Keeping Democracy Working -- Urbanization has placed different and expanded pressures on the basic purpose of the school, which is to develop in all people the skills, understanding, beliefs, and commitments necessary for government of and by the people. To prepare young people for effective citizenship requires that every child must have proficiency in reading, writing, and the use of numbers; that everyone must accept his privileges and responsibilities as an American citizen; that all forms of discrimination and racial and group prejudices must be eliminated from the schools; and that everyone must have an understanding of the basic principles of democracy and a commitment to uphold and to support them.

Again referring to the Superintendent's statement provided the Board of Education in the spring of 1970, the following is found,

> Perhaps the most neglected area of the curriculum of American schools is social studies -- For most urban children, however, the people and places in Ohio and American history are remote and intangible. ...I hope each school will redouble efforts to provide opportunities to assist pupil participation until it may be possible to assure a higher level of field trips, particularly in eighth and eleventh grade programs.

4. Making the Best Use of Leisure Time -- The increase in the amount of leisure time available to all people takes it out of the category of a luxury for the few. As time passes, the use of leisure time will become an increasingly important area of concern. If this leisure time is to be used constructively, the schools must develop programs to change the boredom of idle hours into fruitful and satisfying experiences, schools must remain open in evening hours and during summer months, creative activities (writing, music, art, and modern dance) must be emphasized in elementary and secondary schools, community activities must be supported and encouraged,and children must be taught how to appreciate nature and how to relax and live in the out-of-doors. Community service programs must be made vital to young people so that leadership can continuously be developed.

The Dayton "Living Arts" program is perhaps the outstanding example of public school concern for this area in the entire country. A truly creative, imaginative program is currently provided any youngster in Dayton in grades 6-12 on a voluntary basis. Effects of the program are clearly visable upon entering the Living Arts facility. The cohesiveness, dedication, interest and ability of the staff is such that the program can't help but succeed. As a result of the on-going program success and because of the obvious need for such activity to be expanded a proposal has been presented to the Board of Education recommending a daytime Living Arts program for all fifth graders so that each student could attend the center for an eleven weeks period, two hours per day. Also recommended is the creation of four performing music centers geographically available to all students interested in music. Such efforts are to be commended and encouraged.

Other educational goals and objectives as identified by the school staff and the Citizens Advisory Council include:

1. The establishment of Environmental Laboratories and programs for the teaching of ecology, earth science and other subjects that deal with an understanding of the land and of the skies.
2. The development of programs that utilize the unique resources of the center city for the on-going educational program for certain students.
3. The expansion and refinement of the community school concept now utilized in certain areas of the city.
4. The expansion of early childhood learning experiences for 3 and 4 year old children.
5. The development of special programs to meet special educational needs.
6. The improvement of racial balance in all schools.
7. The provision of in-service programs for all teachers.

8. The development and testing of models for differentiated staffing.
9. The development of an on-going system of teacher evaluation.
10. The creation of Human Relations seminars and constant student exchanges between students of different schools as an integral part of the study of history, culture and government.
11. Re-examination and development of appropriate curriculum guides for all areas of the school program. Provide standing curriculum committees to assure program continuity, consistency, and effectiveness throughout the system.

The above and many other immediate action goals and objectives indicate the concern and awareness felt by the Citizens Advisory Council.

While the above mentioned points deal largely with the thrust of the total system, it is important to recognize the impact of the demographic trends of the past two decades. Analysis of data suggests that dramatic changes have occurred and that there are, in fact, several very diverse sections of the city of Dayton. While many common policies are needed and major goals must be consistent, certain differences must be resolved or there is the danger of complete failure in meeting the needs of the citizens of Dayton. There can be identified at least five types of racial, ethnic, and geographic populations to be served and their implications for policy development area:

1. The Central Business district -- This is an area with relatively few residential developments. This area contains limited numbers of students, yet is the hub of the city and region. Its business, commercial, and financial institutions provide employment for thousands of people, most of whom commute from the surrounding

residential areas of the city and metropolitan complex. The various activities which make up the Central Business District generate opportunities for employment as well as highlight the need for a concentration of many specialized types of educational facilities and services at this central location. These educational programs should reflect the metropolitan nature and even the regional center types of services provided by the Central Business District. Educational facilities projected in the Central Business District should serve the entire city and probably should involve the expanding metropolitan region.

2. There is obvious evidence of an expanding, low income, heavily Negro occupied area spreading from the Central Business District to the west and to the south. Although isolated pockets of racially integrated neighborhoods exist in these areas, the predominance of segregated Negro population is apparent. The thrust is toward the western and southern boundaries of the city of Dayton with the rate of change remaining rather constant. There are many fine residential developments housing an increasing number of affluent Negroes. Other neighborhoods are characterized by old, deteriorating, slum-dwellings. The great diversity of population found in these areas compounds the policy making task. Provision must be made to improve the opportunity for all levels along the socio-economic continuum.

3. There exists a large area immediately adjacent to the segregated Negro areas that might be considered a 'fringe' or transitional area. Here there is some degree of racial integration but the

trend indicates an exodus on the part of the white population accompanied by an increase in the number of non-white inhabitants. Although the homes in these areas are older, many neighborhoods include some of the finest residential property in the city of Dayton. Large, attractive, middle and upper-class homes are changing hands as the original families move for any number of reasons. Undoubtedly, some vacancies are the result of fear on the part of the white community; others are the result of other variables such as retirement, death, transfer, or divorce. These areas of transition hold still different potential and implication for educational construction and must be treated in ways calculated to serve the unique needs of these particular areas.

4. A fourth area reaching east from the Central Business District can be categorized as containing a population that has differentiated needs and characteristics. A portion of this area is occupied by a predominantly low-income, somewhat transient white population. This area has been the entry point for the Appalachian migrant to the city of Dayton and reflects the subculture associated with the mountain people. A pattern of movement to the east and south is apparent as assimilation to the dominate culture proceeds. There has developed a great deal of stability and permanence as the early migrants have adopted their new homes. Small, neat, single-family residences abound, with a high percentage of homes owner-occupied. The setting of educational policy for this area must recognize the traditional fierce independence and close relationships hill people

bring to the urban center. Historically, there has been little reliance on education as an avenue for upward mobility, indeed there has been little concern for such aspirations. It is in the second and third generations that educational concerns become important. In recent years this recreased interest and concern has become manifest in the active participation in school matters by citizens of the area. Feelings toward outsiders, acceptance of strangers, recognition of higher authority, empathy toward other cultures and races have been at best passive and uneasy. Care must be exercised in the development of educational programs so that the unique nature of the area is considered.

5. A fifth area identified as having still a different and unique set of characteristics is the perimeter all-white area of the city. In most instances, the newer residential developments are located in these areas as well as most of the more expensive real estate in the city. The tendency for the economically successful American to express his improving financial status is most pronounced in the arena of housing. As a result thousands of suburban-style residences have been developed in the post World War II years.

There exists, in these peripheral areas, a diminishing amount of undeveloped land that is becoming occupied by residences of the one-family, owner-occupied type. These are family units of child bearing age who will produce school-children during the immediate years.

Educational policies developed to guide the implementation of the process of education and to support multi-agency efforts in the city and metropolitan area fall into two categories or stages. These are:

1. City-wide educational policy - Certain limitations and parameters are necessary on a total school district basis. Coordination of the various local units and evaluation of effort are best done at the city level with capacity present to assist sub-units in the development of project plans. Close cooperation with other agencies is best maintained at the city level. City-wide educational policies form the basis for the differentiated policies required by the various sub-units of the school system.

2. Area educational policies - These policies guide planning on the five types of areas identified as being unique and as requiring special inputs and programs to accomplish educational goals. While ultimate ends are constant, i.e., the attainment of goals and objectives as itemized earlier, the means for realization must vary according to the varying needs of the area.

It is important to remember that the establishment of plans and objectives to attain these goals is an on-going activity that proceeds constantly. Changes in goals, objectives, and plans are highly appropriate as new variables are identified and as new and better solutions become clear. To adopt a plan as a permanent blueprint is as fallacious as proceeding without the benefit of any planning. People change, conditions change, resources change, and plans and goals must also change as new information is gathered.

III. The Desired Educational Program

Program and Facilities

In recent years the literature and related research pertaining to school facilities have placed great emphasis upon the concept of school buildings being planned to serve uniquely as educational tools and at the same time being very flexible and adaptable to changes in educational programs. In order to develop the broad guidelines of the desired educational program for the Dayton Public School District, the Survey Staff reviewed pertinent data concerning the existing program and met with supervisory, administrative and teaching personnel to discuss essential features of the existing programs and the modifications and expansion of the present program to meet the everchanging needs of a viable and dynamic city.

There is an increasing concern on the part of parents and the larger community about the type and quality of programs being offered in the elementary and secondary schools. Quality education, the sum total of the experiences which provide each child with the skills and values necessary to allow for active and meaningful participation in the societal mainstream, has been mandated by the community. The needs manifested by children and their general backgrounds represent valuable input in determining the type of educational program needed in each individual school. The Survey Staff in an effort to gain insights into the educational programs desired in various sections of the city met with individual citizens and community groups to ascertain their perceptions.

Educators are increasingly being held accountable for the quality of educational experiences provided for children in the Dayton schools. It is important that the educators responsible for program implementation should have much to say relative to the desired program changes. The Survey Staff met with members of the teaching staff to obtain feedback as to what should be included in future educational programs in the school system.

The elements of the desired educational services which affect school plant planning are described in the following paragraphs. Many of these program elements are offered in the present program. It is the totality and the interlocking of all the program elements that influence physical facilities. As program modifications occur in the future, additional changes can be anticipated in plant characteristics. Using "program" in the context of the major determinant of physical plant requires it to be broadly conceived and related to the curricular offerings of the school, the services rendered to enhance the curriculum, and the policies, tools, and techniques used to implement the curricular and service elements.

General Program Characteristics

General program characteristics include those elements which are not related to specific grade or age grouping classifications. For the most part, these program elements are similar for both the elementary and secondary level students. The program elements included in this section are vertical organization adult, and special education; speech, hearing, psychological, health, and guidance services; transportation; summer school program; and community use of school facilities.

Vertical organization refers to the general grouping of grades or age-groups of children within the school district. The present vertical organization of the Dayton District is a basic K8-4 plan. In the elementary schools there are some deviations from the plan. The present organization by grade grouping ranges as follows:

K-8	46
K-7	1
K-3	3
K-2	1
K-4	1
3-7	1
4-8	3
3-6	1
K,4-8	1
	58

The present organization is not "scared" to future planning. The administrative, teaching staff and community groups are not adverse to changing the present structure to a form more capable of meeting the needs of all elementary age students. With the general acceptance of the philosophy of continuous progress for each pupil and possibly ungradedness, a number of vertical organizations are possible. The major criterion for vertical organization is seen as one which will provide a high degree of program effectiveness with appropriate efficiency. This criterion allows for grade or age-housing flexibility at all levels.

Summer school is offered in the District. This program provides for meeting the needs of those pupils having academic difficulties and for those pupils interested in advancing the level of their educational experiences.

Preschool education (Headstart) is also offered in the summer for those children entering kindergarten in the fall. Some of the summer school offerings are funded through the use of federal funds, others from state and local funds. Further expansion of these offerings is anticipated for the future, depending upon the availability of funds.

The concept of continuing education for the total community pervades the basic educational philosophy of the District. Education for adults of all ages and interests is desired. Vocational and recreational programs in addition to some general education courses are offered. It is the general concensus of the educational staff that the schools should serve as true community centers and when sufficient interest is generated by the community, expanded use of school facilities in the evening and on weekends should occur.

The Dayton School District, like many other districts, has a number of students who, for various reasons, lack the educational aptitude and are not able to achieve satisfactorily in the regular classroom setting. Special education classes for slow learners with the usual school-age levels are available within the district to meet the needs of these children. At the elementary level there are special classes for both primary and intermediate age groups. Basic academic skills and socio-emotional development are stressed at this level.

At the seventh and eighth grade levels, the over-all goals of the program for most atypical children is to improve their academic and social skills and to introduce them to the world of work. Beginning vocational education study and training are integral parts of the Dayton program.

At the senior high school level, occupational education, including in-school experience and on-the-job-training, is the focus of the special education program. Hopefully, pupils in the special education program culminate their formal schooling with experiences which enable them to continue in or enter occupations as self supporting, contributing members of society.

Physically and neurologically handicapped children are transported to the Gorman School for their educational experiences. This school houses children of all ages who are physically crippled. Primary age children who are blind attend the Grant School; those who are deaf attend the Kennedy School. Secondary age students who are deaf attend Belmont High School.

The Dayton School District shares these services with districts from the surrounding area on a tuition basis.

Since the District desires that atypical children have experiences with "normal" children wherever possible, the preference is to house them in school buildings which normal children attend. There are some schools, however, that have separate special classes for the atypical pupils.

The services of speech and hearing therapists as well as psychological services are provided in the District at all levels. Additional specialists in this area are needed, particularly at the elementary level.

The health program should provide for the isolation of pupils who become ill during the school day; emergency treatment of injured pupils; screening to detect visual, dental and auditory problems; and liaison between home and school to promote general health. School health nurses are available to coordinate the health program on a city wide basis. The schools in the Model City area have a more intensive health program that must broaden if the needs of the students are to be met. Services, system wide, could be improved.

Food service is available in schools throughout the district according to the need manifested by the status of the students enrolled. In the elementary schools the food program consists of in-school breakfast and lunch provided for students from economically depressed homes. Children bussed out of the school attendance area in which they reside carry their lunches and eat in improvised lunchrooms. Provisions are presently underway to provide hot lunches, prepared at a central location and transported to the individual schools for those students who must eat in school. Students are encouraged to eat lunch at home where feasible. Hot lunches are available to all high school students.

Guidance and counselling services are provided at all levels. The elementary schools presently share the services of counselors assigned to this level. Counselors are viewed as valuable assets in augmenting the classroom teachers' instructional efforts. At the secondary level, one counselor for every 300 pupils is desired. At least one counselor at the secondary level should be competent in career counselling.

The School District operates on the policy that each building principal is its educational leader and should be encouraged to innovate with his staff to meet the needs of students. The principal is encouraged to seek input from his community as it relates to desirable educational changes. The formation of School-Community Councils serves to provide a communications vehicle for professional staff and community use.

In addition to direct class-related activities, the staff members -- professional and others -- will be involved in individual and team planning activities; preparation, involving study and production of aids for instruction and learning; conferences with pupils and/or parents; and adequately spaced periods of rest.

Transportation is provided for students when warranted. Students are bussed to school when, one, the school in their attendance area is overcrowded, and secondly, when students live more than $1\frac{1}{2}$ miles from the school center.

The Desired Elementary Program

This section includes those elements of program specifically oriented to children between the ages of 3 and 11 or 12. Class groupings, course offerings, variation in size of instructional groups, areas of specialization, instructional materials services, and pre-school age children are among the items discussed in this section.

The elementary school program is currently organized primarily under the self-contained classroom concept in which most of the instructional activities take place in a single classroom under the supervision of a single teacher. Team teaching is provided in some schools. The desired program of studies in the elementary schools includes instruction in language arts, mathematics, art, music (vocal and instrumental), science, social studies, and physical education. The classroom teacher offers instruction in all areas of the elementary curriculum dealing with academics. Special teachers in art, music, and physical education provide instruction in these areas. Some schools, particularly those in the Model City area have teacher aides to assist the classroom teachers. A desirable aspect of future program planning is that all elementary classroom teachers have aides.

The consensus of opinion among a group of elementary teachers interviewed by the Survey Staff was that the present program was inadequate for many children. There was strong feeling that there is too much regimentation and routinization which has a tendency to restrict creative curiosity on the part of the children. An aspect of the desired program is the elimination of the lock-step process of educating children. Grade grouping of students should be modified to the extent that continuous progress should determine the kinds of experiences provided for students.

Individualization of instruction as the foundation of future instruction is desired. Present schools should be modified and future structures designed to allow for large group, small group and individual instruction. The District should continue the process of phasing out the egg crate type of school facility, thus eliminating the one teacher to 30 students routine. The Survey Staff noted through its visitation to all Dayton elementary schools that there is a noticeable move toward the team teaching concept.

Hopefully, the professional staff will become increasingly differentiated, combining the talents of highly trained teachers working together with teacher aides in providing experiences for a specific group of students. The chairman of this team would be a highly skilled individual in the area of reading, probably having received an advanced degree in this area. Reading is seen as the foundation for building in all other skills and the professional staff has accepted the philosophy that all children have THE RIGHT TO READ.

The use of the language development teachers should be expanded to include all schools. These individuals will work with the academic team in the solution of reading problems. They will serve as consultants to the individual classroom teacher during the transition from the present classroom organization.

Separate facilities for all special activities should be provided. The art program should be integrated where possible with some aspects of the academic program. The art teacher will act as consultant to the classroom teacher in these situations. A minimum art facility should provide a large sink with water, adequate space for storage of supplies and unfinished projects, space for a kiln, and planning space for the teacher.

Instrumental music on an elective basis at the upper level is viewed as part of the elementary program. It includes both individual and group activities. Students receive instruction in this area beginning at the 4th grade. Adequate facilities should be provided.

The physical education program should include both indoor and outdoor activities for all groups. The special teacher should provide opportunity for both individual motor skill development and group-behavior activities beginning with grade 1. The teacher should also be skilled in body management techniques. It is desirable that body management become an integral part of the physical education program in all schools.

The desired program requires audio-visual and library services to be organized under the educational materials center concept. This concept means that library services go beyond the traditional collection of books, periodicals, pamphlets, and pictures. The educational materials center includes many types of media, both book and non-book; the services extend beyond the four walls and integrate with the learning activities in the classrooms; the librarian is involved in curriculum planning and individual work with the teachers; and the center relates more to the student needs and less to established principles of operation which tend to stress a book storing concept.

Provisions should be made to provide qualified personnel to implement the services needed under this concept. Provisions should be made for listening and viewing activities, reading, studying and research, and browsing. Small groups need to be accommodated for certain activities. The facilities should be made available for community use during non-school hours. The value of such a facility cannot be overstated, consequently it should not be less than 1200 square feet in size.

An average class size of 28 pupils for regular self-contained classrooms in the elementary school is regarded as a realistic goal for the near future. However, the concensus was that 20 to 25 students per classroom is more desirable.

The Dayton professional staff accepts the need for early participation in the young child's learning in order to provide the social, sensory, and cognitive experiences needed to foster later learning. Provision for the education of all 3, 4, and five year olds should be considered in future program planning. Present structures should be modified and new buildings designed with this principle in mind. Since young people differ so greatly in their development and expectations, elementary schools must be prepared to offer a wide range of diverse experiences which take these differences into account.

Preschool education is slowly becoming an integral part of the educational program, stimulated by the infusion of federal funds. Year-round preschool education classes are being provided at 21 elementary schools with an enrollment of approximately 1170 children.

The school exists primarily as an environment in which children are provided the opportunity to pursue the development of their interests, talents, and mastery of specific skills but is restricted in this objective by grades and grade levels that could be modified by alternative grouping patterns. Grouping is a process of bringing together children who have similar needs in order that instruction can take place in workable groups as efficiently as possible. Such grouping will vary from time to time depending upon specific needs identified through diagnosis of individual problems. The staff feels that the grouping should be generally heterogeneous in nature. This means that future groups can be both multiage and multiability.

Elementary schools for optimal effectiveness should not exceed a membership of more than 800 pupils. Structures of this size are manageable and lessen the possibility for group or school conflict. Instructional space for groups between 100 and 120 on a team basis is acceptable. Facilities designed to service the grouping and programming of the elementary schools may include pods, wings, levels or any other design that will facilitate flexibility. The opportunity to reorganize a classroom to facilitate the various age groups and children of varying physical sizes should be provided. Chalkboards and furniture must be adjustable and the spaces adaptable to group planning.

The Intermediate School Program

The present organizational structure in the Dayton District houses students in grades 7 and 8 in the elementary schools with younger children. Interviews conducted by the Survey Staff indicate that the professional staff at all levels and many residents and community groups favor the separation of the 12-14 year old boys and girls from the younger students. The desired educational program would house students of the early adolescent age range in intermediate schools.

This section of the report is written with the realization that the move to an intermediate school program will take planning, study, and time. The desired program as presented should be utilizable in the present structure and adaptable to the eventual move to separate facilities.

The intermediate school, as conceived by the professional staff, includes grades 6, 7, and 8. One of its functions is to help youngsters during the early adolescent years make the transition from the largely self-contained program of the elementary school. The program should be specifically designed for the needs and interests of early adolescent children. It is not an extension of the elementary school; it is definitely not a watered-down version of the high school.

Each school should offer as its basic program of studies language arts, mathematics, music, art, science, social studies, physical education, home economics, and industrial arts (career orientation).

In the intermediate grades a number of students will continue to need assistance in developing mastery of the basic skills in the academic areas. Teaching of these basic skills should be an integral part of the intermediate program. For example, academic teachers should develop some competence in the teaching of reading. Those students ready to apply these skills to more challenging problems should have these experiences available to them.

Specialized laboratories should be available to enhance the teaching-learning process. Science and mathematics, for example, should be taught within a laboratory situation designed to share various teaching facilities with ample space to engage in experiments, demonstrations, individual and group projects, work with manipulative materials, kits, and programmed material. In addition, small groups will utilize films, filmstrips, and slides.

Team teaching is viewed by the staff as a desirable goal. Students should be organized so that a basic, heterogeneous group should consist of approximately 100-120 students. The staff serving these students should be differentiated in its make-up. The area within the school to house the students should be large and open, yet reducible in size for small group instruction through the use of movable walls and/or furniture.

Central to the teaching-learning process is the instructional materials center. The intermediate grade pupil with increased ability and confidence is now able to make greater independent use of the center and its multi-media resources. In this centralized area pupils can arrange displays, extend their knowledge of the world through multi-media equipment, and engage in independent research projects.

A unified arts program is deemed worthy of consideration by the professional staff. This would mean the housing of creative arts, performing arts, industrial arts and the domestic arts together to provide for the unity of creative and applied arts. A flexible organization would permit one area to merge into the next and would provide at varying levels of complexity for all students.

It is recognized that each discipline would require certain specifications discrete to that field.

The High School Program

The high school educational program currently services students enrolled in grades 9-12 through ten comprehensive high schools. Each of the high schools provides students with a wide range of academic subjects and a more limited array of vocational-technical programs and course selections. Approximately one hundred fifty different courses comprise the curriculum offerings of the ten schools with each course providing students academic credit ranging from $\frac{1}{4}$ to 3 carnegie units.

All of the high schools have curricular offerings that meet state and North Central requirements. According to the official Department of Instruction report of subject offerings, the high school graduation requirements include the following:

1. three units of English
   two units of Social Studies (one unit in U.S. history, and one unit in civics and social problems.)
   one unit of Science
   one unit of Mathematics
   one unit of Health and Physical Education
   nine units of Electives
2. In addition to the above requirements, a half unit in basic mathematics and a unit in language arts may be required.
3. Each student must complete the following majors and minors:
   Two majors: A major consists of six semesters or three units in a field of related courses.

Two minors: A minor consists of four semesters or two units in
a field of related courses.

Vocational-technical education is provided as an alternative to the curriculum patterns of the comprehensive high schools through the cooperative high school. Students may choose this educational path beginning with grade nine. In grades 11 and 12 the program is a cooperative plan which provides for students to spend two weeks in school and two weeks in practical training with a business or industrial enterprise.

Interviews conducted by the Survey Staff indicated that the administration and faculty of each school had a great degree of autonomy to develop curricular and schedule patterns according to the needs and interests of their respective students. However, an examination of the curricular and schedule patterns of the schools shows, that while there is commendable program breadth, there has been little movement away from traditional and basically inflexible ones. The 5, 6, and 7 period daily schedule coupled with the compartmentalized approach to teaching predominates. Only two or three schools differ from this pattern with these tending to differ in varying degrees.

Contemporary approaches toward curriculum and schedule patterns are flexible ones. Basic content is stressed for all pupils and depth content for those with the ability and interest to go further. To achieve these two ends multiple teaching strategies, which include both large and small group instruction as well as independent study opportunity, are necessary. Equally important is a master scheduling pattern which through inherent flexibility provides the necessary time blocks. The desired educational program requires a is movement of the high schools from their present curricular and schedule patterns toward ones allowing greater flexibility in curriculum content, teaching procedures, and scheduling.

Multiple curriculums exist in some of the schools. A careful assessment should be made of these curriculum approaches to determine their similarity to the "track system" abandoned by many schools because of severe adverse effects. The Survey Staff recognizes the need to provide for students who are below grade level or who learn at a slow rate of speed; however, care must be assiduously exercised to avoid an academic caste system. If tracts are allowed to become badges of inferiority or superiority, the unhealthy result of driving students into courses in which they do not belong is likely to occur. The desired educational program would provide ways for pupils to meet entrance requirements to all curriculums by establishing a basic set of constants common to all. Additionally, provision would be made for horizontal movement between curriculums as students, teachers, and parents, or some combination of these, adjudge it desirable. Under no circumstance would I.Q. scores alone serve as the determiner for student placement in particular curriculums.

The Survey Staff sees staffing arrangements which facilitate flexible curriculum programming as a desirable goal. Rather than the one teacher, one grade, one section compartmentalized approach to teaching, with its basic limitations of individual teacher knowledge, ability, and interests, teachers might be organized as a team configuration thus allowing their efforts to be focused on students in terms of competency and interest. The teaching ability of each teacher should be directed toward learner needs with increased opportunity for each student to have his unique needs attended. Within the teacher team configuration there should be differentiation between and among the staff members.

Cultural pluralism should be reflected in the curriculum of each school. Since our society is comprised of racial, ethnic, and cultural diversity, the diversity should realistically be reflected in subject content. It is not enough for some students to be knowledgeable and appreciative of this diversity but each student, because he must find his way and his place and make a comfortable fit within this social order, should be helped to know and understand how America has greatly benefited from a diverse population. Moreover, our society needs trust and understanding among and between these different groups. The development of trust and understanding is not likely unless members of these groups become knowledgeable about and sensitively respond in both an individual and collective way each to the other. The school's role in the achievement of this goal is to serve as the forum where valid information is presented from which students can develop their value premises. While a course in human relations is a step in the right direction, a more intensive focus which includes historical development and analysis of contemporary issues and problems is more desirable.

The Coleman Report and other studies have pointedly described the negative effects of racial isolation in our schools. The quality of the educational program is reduced when this situation exists. Racial isolation is a significant variable to be considered in the plan to improve the quality of the secondary educational program in Dayton. When boys and girls do not have the benefit of living and working together across racial and ethnic lines, they are denied the opportunity of a complete education--one which not only considers and develops the cognitive skills, but the affective ones as well. Since resources and interests dictate that all schools cannot, and perhaps should not, provide the same complement of courses certain schools should be designated as schools of special "in depth" study with students from across the district or within administrative units permitted and encouraged to attend. The Survey Staff feels that an aspect of program planning should include efforts to move in this direction.

Curriculum study and planning should be a continuous process. The introduction of new ideas on both content and process are essential to maintaining a viable school program. Mechanisms should be developed and maintained which allow input from students, parents, and patrons as well as professional staff to become a significant part of the mix of ideas bearing on curriculum decisions. It appears that the very able staff of the Department of Instruction is under-utilized in this regard. These individuals have much to contribute and should assume a greater leadership role in:

1. Developing proposals for curriculum change.
2. Presenting new and challenging curriculum ideas to the several faculties.
3. Initiating and monitoring experimental programs.
4. Reviewing curriculum change proposals.
5. Evaluating the quality of the curriculum and instruction provided at the several schools.

IV. Basic Concepts in the Long-Range Plan

Introduction

The central framework upon which the educational recommendations are based stem from the development of a number of plan concepts. These concepts utilized by the Survey Staff in other urban settings are considered to be paramount in the development of educational programs for urban centers. The concepts, after review, analysis and revision, can be applied to the realities of Dayton, Ohio; its strengths, needs, aspirations, uniqueness, and have possibilities as the basis for the long-range educational plan. The final concept and program selection will require the efforts of a great number of people; the board of education and staff, selected consultants, and residents from all segments of the community. For the sake of clarity and because of the Survey Staff's desire for an orderly approach to planning, the choice was made to group the plan concepts under the following three general categories:

1. Humanization: Re-organization of Pupil-Support Services
2. Curriculum and Instruction Organization
3. School Organization: Facility Implications

This order of presentation was deliberately chosen because the first two items have direct implications for and should determine the third.

1. Humanization: Re-organization of Pupil-Support Services

Among the most pervasive and incidious effects of urbanization are the socio-psychological-economic traumas engendered by the ghettoization of large numbers of citizens into high population density areas of the city. In these areas of the city, where survival is the prime concern for the inhabitant, where life styles have been significantly altered, where the various agencies have become almost inoperative, the debilitating effects of personal dehumanization are most obvious. Moreover, the scientific-technological-automation syndrome which has been most prevalent in the urban centers has succeeded in molding an urban society which is disturbingly "numbers" oriented, having little concern for the personal experiences so important for adequate human growth and development. These over-powering pressures of the urbanization process have served to alert educators to the need for a dramatic shift in the emphasis for schools.

Whereas it was once possible to predict the types of experiences and factual bits of information needed for success, the knowledge explosion of the post World War II period has so vastly increased the body of information available that no person can hope to keep competently informed and totally current in any area of endeavor. The educator is forced to shift from being a 'dispenser of facts' to a position of being a 'manager of learning systems' designed for individual students. Inquiry learning is replacing rote memorization as the basic norm of the educational system. Pressures from students, parents, and clients have forced school systems into added awareness of the need for recognition of human worth and dignity.

As an extension of the continuing effort to accommodate and incorporate new ideas, the following concepts are presented for consideration and synthesis. These concepts are provided as a possible base for an on-going program development thrust apparently being mobilized by the Dayton Public Schools. Refinement and application of program concepts is proceeding and will continue to be a major commitment of the staff.

Zero Reject Concept

This is the most basic humanistic concept extant. Briefly stated, it affirms that every pupil has the inate potential to achieve at a certain level and that the school has a responsibility to each individual to provide an academic program and climate such that growth will take place.

More specifically the Zero Reject Concept suggests that the educator, in concert with otherspecialists, must develop the types of educational and social experiences with which the pupil can achieve cooperatively developed objectives and goals. Keys to such growth include success reinforcement, development of positive self-concept, humanistic-centered experiences, a full range of support services, i.e., nutritional, psychological medical, social, and economic, as well as sufficient latitude in program planning as to provide the pupil with a variety of academic alternatives for his consideration.. The school can no longer provide a curriculum for the academically talented,a curriculum for the vocationally oriented, and a general curriculum for all others. The loss in human resource is simply too high a price to pay for such a posture. Rather,the educational system must devise a means to develop relevant program to enable the Zero Reject principle to operate successfully. It is imperative that every person in Dayton have educational options available to him at whatever level of capacity and need he finds himself.

If man has truly progressed from the primate level, then it must be recognized that all men are deserving of treatment, support, and opportunity to have basic human needs resolved. This includes not only the basic physical needs of shelter and food, but also the basic intellectual-psychological-social needs of love, acceptance, knowledge, and a recognition of human worth.

The educational system can do no more than provide the opportunity for such fulfillment and no less than accept this as its primary goal. Selectivity, exclusivity, and conformity are no longer acceptable models for the school. Rather, diversity, flexibility, and variety must become the strength in order to provide the many alternatives needed for success. The socio-economic costs of educational failure are simply too great to be continued. The cities and states, indeed the nation, cannot afford the direct and indirect costs attached to such failure. The Zero Reject Concept in the opinion of the Survey Staff must become one of the highest priority items for the Dayton school system.

Early Intervention

Emerging research emphasizes the oft mentioned fact that approximately 80 percent of a human's capacity to learn is established by age 8 and that the child's environment can severely inhibit or greatly enhance his potential for achieving educationally. Because of conditions, invariably beyond the child's control, that tend to automatically exclude many children from productive participation in the educational process the early intervention concept has been developed.

Early intervention is just what the term implies--the injection of stimuli and services at a very early age to overcome and mitigate deficiencies that if allowed to remain, would seriously inhibit the life chances of great numbers of children. The work of Coleman and others first emphasized the great need for early intervention, particularly with certain children concentrated in the urban centers.

It has been well documented that a significant number of children arrive at the logical entry point to formal education (age five) with few of the skills and understandings so necessary to educational growth. Moreover, these serious gaps of readiness are readily compounded as the child progresses through the school system so that the child becomes a psychological dropout long before he is old enough to terminate his stay in the school system. The human loss as a result is incalculable and tragic and cannot be permitted to continue.

There are, at this writing, many examples of early intervention that hold great promise for assisting children to become successful participants in the learning process. Certainly, the pre-school education program developing in Dayton is one attempt to provide a type of early intervention to assure certain children expanded opportunity.

Briefly, the Early Intervention concept, which will be expanded by the Survey Staff as the "Schome" concept, holds that the school, in concert with other agencies, must provide services to children at an earlier age to ensure that they not be denied certain stimuli and experiences that increase their learning capacity and readiness. This includes attention to physical needs, i.e., food and medical attention; intellectual needs, i.e., communication skills and readiness development; and human needs, i.e., socialization, affection and group processes.

Support Services

Perhaps the crucial element in the support services concept is the recognition that the teacher can no longer operate the classroom as a unitary kingdom serving as the only input into the educational development of children. Rather, the teacher's role becomes one of a 'learning systems manager' in which he identifies, gathers and coordinates the various support systems needed to create a proper learning environment for the individual child.

In this context, the Support Services Concept can be likened to an educational supermarket in which a multitude of products (services) are available to the customer (child) as he proceeds through the aisles.

Included in support services are the traditional kinds of services quite common to all school systems, i.e., psychologists, nurses, visiting teachers, administratives, etc. but also different kinds of resources not yet prevalent in our schools. These could include technological tools such as computers, audio-visual equipment, teaching machines, printed materials as well as human resources such as medical personnel, technicians, aides, specialists in the humanities, learning specialists, nutrition specialists, planners, and others who can contribute to the educational process.

As the Support Services Concept is expanded to include a variety of resources and agencies, it becomes readily apparent that the term "school" evolves into a totally different meaning. Rather than a building, operating in isolation with little or no assistance from or giving little attention to its surroundings, the school becomes a part of its environment with a capacity to draw expertise from any number of sources and the ability to assist a variety of efforts geared to the provision of successful learning experiences for the students.

Community Participation

Community participation has been, is, and will continue to be paramount issue in the urban centers of the country. The dramatic recognition of the need for humanization of our society has given impetus to the movement for greater participation by the community. Growing recognition of the unique resources and needs of different sections of the city have called attention to the requirements that the educational system must possess the capacity to react and act differently in one area as opposed to another. People who were once content to accept as valid whatever the school system proposed have suddenly coalasced into powerful, vocal, coordinated groups who are demanding at least a partnership relationship with the school system. Particularly among minority groups has the ground swell of concern for participation become strong. Distrust of the educational system, inability to communicate, incapacity to act, lack of decision making power, traditional modes of operation, ineffective programming, differing value systems, and cultural differences all contribute to the climate of hostility and confrontation found in some communities.

Reactions to demands for community participation have ranged from complete community control over the educational system (a move that is fraught with unanticipated dangers and consequences) to efforts of involving the community in advisory types of relationships with the school.

The Dayton board of education has initiated the formulation of community advisory councils throughout the school system. In some areas these councils are providing valuable assistance to the educational system while in other areas they are proving ineffective or even inoperable. For some this move is seen as too little, too late and for others it is viewed as an unnecessary move. The conflicts and confrontations being suffered indicate that increased community participation is going to be a way of educational life in the city for the foreseeable future. The questions become one of how shall community participation be included rather than shall it exist.

The concept of community participation is seen by the Survey Staff in the city of Dayton as developing into one of close partnership between the school and the community. Dialogue and exchange between the school and community identify the issues concerning the educational patterns and opportunities so that cooperative effort can be initiated. Recognizing that human and resource limitations serve to inhibit immediate gigantic strides, none-the-less the approach has been initiated and must be continued. As roles and relationships are better defined, as trust and understanding are developed, as people recognize a commonality of purpose, the school-community partnership should prosper.

2. Curriculum and Instruction Organization

Recognition that curriculum and instruction are means to an end rather than ends in and of themselves has led to a variety of efforts to organize curriculum and instruction with the learner as the chief consideration.

Identification of a number of learning modes, increased awareness of differences in capacity and rate of learning among individuals, concern for the affective domain as contrasted with the cognitive and psycho-motor arena or as Frazier terms it, the "larger" learning as compared with the "lesser" learning have all served to focus attention on the organization of curriculum and instruction.

It is an acknowledged fact that if the school is going to become a humanizing agency it must first develop the ability to individualize the instructional program. If children are going to be given optimal learning opportunity it must be on the basis of the individual and not the group. Therefore, a majority of the effort and thrust in the development of curriculum and instruction must be devoted toward the invention of means to consider and provide for the individual student. Allocation and reallocation of resources must proceed on a priority basis that places the student uppermost in any model for consideration.

Recent research provides the basis for many of the concepts being introduced by the Survey Staff. Learning styles, characterized as action, reaction, and interaction learning and termed by others as large-group, small-group and individualized instruction permit consideration of many kinds of learning situations all with the learner as the key ingredient.

Instructional theorists have developed the role of the learner in the modes of learning. For example, in reaction type learning the learner is passive--he listens and reacts to a presentation being made either by the teacher to the class (most common) or by visiting lecturer to a large group or by a prominent scholar to a very large group via television or film. The point being that the learner is not able to do much more than absorb what is provided. Research also indicates that the optimum time span for this type of activity is approximately 20 to 25 minutes, yet this is the most used method of instruction in operation today.

Another example of a learning mode is inter-action learning. Here the learner is part of a group that explores and interacts on a particular topic; learning is the result of personal involvement and interaction. The teacher now serves as a stimulator, a coordinator, a participator in the interaction process. The learner also becomes a participant and is personally involved in the process. Recent research reveals that the optimum size for the interaction group is 12-15 participants. More than 15 tends to inhibit participation and fewer than 12 tends to restrict the needed variety for effectiveness. Inquiry learning is very much a part of this mode of instruction. The amount of time profitably spent in this mode varies with topics to be considered but is substantially longer than the 20-25 minutes indicated for the reaction-type of instruction.

Still another mode of learning that has been identified is the action-type. This is a refinement of the Dewey "Learn by Doing" model that has been utilized for several decades. In action-type learning, the learner actively engages in laboratory-based experiences that directly contribute to his increased understanding of the topic. The action mode of learning is as applicable in the science laboratory as it is in the music laboratory where band rehearsal is a form of action learning. Learning laboratories can exist almost anywhere from the science area to the industrial and business houses in the community. In this mode of learning the teacher plays a consulting role. She advises, guides, coordinates, and provides resources for the learner.

As a consequence of attempting to identify and utilize the best educational methods now available and of trying to anticipate future refinements in curriculum and instruction, the Dayton Public Schools staff has begun to give serious consideration to some of the concepts of instruction being presented by the Survey Staff. As these concepts are evaluated, hopefully they will be either refined to include new data and introduced throughout the system or discarded as not applicable to the Dayton Public School system. Through the process of conceptualization, testing, evaluation, and reconceptualization the Dayton Public Schools should develop viable alternative models for consideration.

Individualized Learning

The individualization of instruction is a goal universally subscribed to by educators and educational systems. After all, goes the saying,"groups don't learn -- individuals do!" Yet historically, except for the tutorial model, all instruction has been aimed at the group norm.

Starting with the assumption that the primary goal for the Dayton Public Schools is to improve and optimize educational opportunity for all students by recognizing and providing for individual differences, several concepts dealing with individualized learning are presented for consideration:

a) Continuous development -- mastery learning

This concept is founded upon the research done by Professor Benjamin Bloom on learning patterns of young children. Additional work by Drs. Lee Schulman and William Farquhar of Michigan State University have led to ongoing field tests of materials and methods.

The concept holds that if component parts of a particular skill can be sub-divided into manageable sub-units small enough to enable any child to succeed in its mastery, then through a building block process of diagnosis, practice and evaluation the child can assimilate sufficient quantities of sub-units to enable mastery of the total skill or learning unit. The concept requires that materials be packaged in small enough units such that any child can begin the learning process at whatever point of entry he finds himself. Thus there is no cut-off point, no stopping at the end of a grade level, no arbitrary obstacles imposed. The individual child continues his learning through the use of the package materials provided through the teacher. The teacher now must become adept at diagnosis of educational ills and at prescribing of corrective learning packages.

In the continuous develop-mastery learning approach, a large number of sequentially designated objectives, tied into specific capabilities to be mastered by pupils are identified. This is done by curriculum development specialists in collaboration with instructional personnel.

Each objective is then concretized into a teaching package which includes diagnostic tests, both self-instructional and group teaching materials as appropriate, sequential diagnostic tests and evaluative post-tests.

The individual teaching packages are organized into instructional learning laboratories for the teacher, through which the children move at the best rate possible. For those children having learning difficulties, the packages include prescribed aid exercises and alternative programs. Testing is used to provide continuous and standardized feedback of success for both student and teacher.

Such an approach will not only implement the most effective principles of cognitive and subject mastery, but also embodies those strategies most likely to effect positive changes in the general effective functioning of the children. Through continuous feedback to the students and teachers in situations in which success is highly probable, we should expect to observe improvements in self-concept, ability to delay gratification, and general motivation.

The mushrooming of technological developments of recent decades has brought about the possibility of combining human resources and talents with technology to permit individualization of instruction. Already available are the mechanical means of computer assisted instruction, of program instruction, of individual study carrels crammed with electronic devices so that the student can listen, view, communicate, write, program, respond and evaluate his efforts on an individual basis. Through judicious use of these sources, the teacher can divest herself of many of the time-consuming, energy-sapping chores of a previous era and contribute to the learning experience of the child.

The above mentioned continuous development-mastery learning concept is but one step on the way toward individualized instruction. Given the modes or spirals of learning that have been identified, it becomes possible to develop programs for individual students that incorporate what is known about how children learn.

To the extent that we can recognize that children are indeed different we can plan needed experiences for them. The use of electronic aids to permit individual viewing, listening and responding only enhances the capacity of the teacher to individualize instruction. Use of technology along with community resources adds another dimension to the educational program. Limitations are only those constraints that human feelings and lack of creativity place on us.

b) Comprehensive Individualized Curriculum

Given the capacity to develop and refine the individualization of instruction and the ability to diagnose human needs and aspirations, a natural extension is the development of a Comprehensive Individualized Curriculum. This concept holds that by utilizing the diverse and numerous resources available to the city school system, comprehensive curriculum can be devised for any student. Variations are possible that permit an infinite number of alternatives to be created.

The use of community agencies and resources add strength to the concept as does the multitude of possibilities created through use of the many commercial-industrial-business concerns found in any community. In addition, extension of the school into the community provides continuing opportunity for the refinement and expansion of a concept. By identifying and drawing on all available resources, the comprehensive individualized curriculum concept offers a wide range in potential for the school system.

c) Independent Study

The concept of independent study is readily acceptable to many of the professional staff in the Dayton Public Schools. Well conceived, successful projects have been accomplished for many years, usually at the secondary level. It has not been unusual to have some teachers in different schools continually developing independent study projects with their students. What is desirable is that the concept of individual study be expanded throughout the entire system and at all levels.

Utilizing past experience as a base, it is possible to greatly expand this concept. Combining independent study with the concepts of individualized instruction and curriculum opens a panorama of vistas for the students of the city. What is needed is a willingness to provide the flexibility in terms of time and space to permit extension of this concept. Time flexibility by allowing the student to establish his own parameters and goals; space flexibility to permit the student to pursue learning either at the school or wherever it is appropriate for him. Recognition of the fact that children tend to achieve at the level teachers expect can assist in the development of independent study. Progressively more encompassing and more complex projects can be cooperatively decided upon. If a major task of the school is to assist students in becoming self directed then the independent study concept is one of the means to be exploited toward that end.

Vertical Integrated Occupational Curriculum

If programs of occupational education are to be upgraded to meet the rising public expectations for them, they must be undergo several basic revisions. First, and perhaps most important, it is necessary to create a new image for occupational education among students and the public as well. It is no secret that occupational courses in many high schools are viewed as havens for "second-class citizens" or even as detention rooms where prospective drop-outs serve time until they reach the legal school-leaving age. Many high school students cling to unrealistic college aspirations because they disdain the image associated with enrollment in terminal occupational programs. Alienation is common among such students and many of them are destined to drop out of school and find a place in the streets.

The fact, of course, is that all education is occupational education; calculus is to future engineers what graphics is to prospective printers. The operational difference is that some students complete their training earlier than others. Students preparing for all occupations must be helped to understand that occupational pride comes from doing one's chosen job well.

A second and related need is to coordinate specialized offerings in occupational education with general education in basic skill areas. The ability to operate a machine must never be seen as a substitute for the ability to read. Technological advances can be relied upon to displace countless machine operators. The position of basic academic skills is the best job replacement insurance that displaced operatives can possess. The importance of general education to students destined to leave school for employment at a relatively early age points to the need for special educative measures. For example, if means cannot be found to provide early school leavers with basic skills at the time they seek employment, it perhaps would be useful to emphasize new cooperative relationships whereby students could continue to attend school on a part-time basis.

Occupational education must prepare students to assume productive employment at the time they leave the school, but such education must also provide a platform from which persons, after a period of working at a particular job, can be prepared for more advanced employment. Students who leave school prematurely must have the proper attitudes and habits for employment and the necessary skills to be trainable or employable. Students who graduate from high school should have desirable work attitudes and habits, a saleable skill or the background to pursue advanced training, and knowledge concerning the possibility of changing careers and the utilization of new training opportunities.

A fourth need is for programs to be relevant to the needs and processes of the modern world of work. To state the problem bluntly, it makes no sense to prepare large numbers of students for virtually obsolete occupations. Nor is it useful to teach students outdated skills in outdated laboratories or workshops with outdated equipment. Instead, successful occupational educators must anticipate future employment needs by using the most modern processes available.

Schools must provide all students with opportunities to explore various occupational areas. Perhaps more important, they must help all students develop sensitivity to the world of work. In other words, students must understand conditions under which work is carried out and develop positive attitudes toward employment. Beyond this, secondary schools must offer preparation in a wide range of modern occupational areas which require competency in varying skill levels. Encouraging highly capable students to prepare for positions which are commensurate with their abilities is necessary if less demanding jobs are to be available for less skilled graduates.

To help students develop realistic occupational goals, schools must provide a series of "exposures" and "explorations" that can assist each student in making wise career choices and achieving maximum occupational competency and trainability. All students, however, cannot and should not be expected to make career choices at the same time. Therefore, it is imperative that any model for occupational education curriculum be flexible and adaptive to individual student needs.

An occupational program which would meet student needs within the guidelines set forth above is the vertically integrated occupational curriculum and would:

1. begin at the elementary school level
2. develop positive work attitudes
3. develop positive work habits
4. create awareness of occupational opportunities
5. provide knowledge about families of occupations
6. provide skills sufficient to meet the demands of a constantly changing world of work
7. provide entry-level, salable skills, from which the worker may build
8. provide the necessary occupational and academic skills enabling the student to enter technical, knowledge training
9. reinforce the concept of "education as a continuing process"

Variable Grouping

The concept of variable grouping poses that because students are different from each other and because each child has strengths and weaknesses across the spectrum of educational endeavor, it is wrong to attempt to group them rigidly without providing the possibility of changing the kinds of groups in which they are placed for particular activities. It is possible, indeed probable, that a child has great aptitude and ability in one area of the school curriculum while, at the same time he finds other curricular areas very difficult. To arbitrarily place such a student in a group that is considered either advanced or slow would be self defeating and severely restrictive to the student. Rather, the school must develop the capacity to variably group children in such a way that every consideration is given the range of ability of each child. Therefore it should be easily possible for the student to participate with different groups for every area of the curriculum. In this manner, individual strengths and weaknesses are not only recognized but utilized in the development of individual programs.

Conceiveably, a child could be in one group for mathematics, another for science, still another for social studies, etc. Nor should the groups be restricted to one grade level for many benefits can accrue from the grouping of children across several levels. It can be postulated that a multiplicity of grouping patterns, each developed to encourage and permit certain learning activities, could operate in a particular school. It is also quite probable that during the course of a year many changes in groups will occur as a result of learning gains made by the students. The differing rate of learning.

exhibited by the many students will force periodic changes in the learning groups that are utilized. In addition, the individualized portion of the student's program will contribute to the definition of the kinds of groups needed. As the zero reject concept becomes an operating philosophy, variable grouping will assume an even more important role in enhancing the zero reject principle. Quite probably, the use of variable grouping will encourage the most productive use of educational resources as well as optimization of learning opportunities.

Modular Scheduling

As a consequence of the flexibility and the need for greater diversity mandated by many of the planned concepts, the concept of modular scheduling is incorporated as one means of enabling many varieties of programming to proceed. Through wise use of the modular scheduling concept, the different modes of learning can be optimized. In addition, many other concepts can be implemented resulting in the wisest possible use of human and other resources.

Modular scheduling, in its purest form, utilizes as its basic time module the shortest period appropriate for a learning activity. All time sequences are then generated as multiples of the basic module so that it is possible to schedule anywhere from one to many modules for a given activity on a given day. Thus a reaction session would probably be assigned a single module while action or interaction sessions could be allocated two, three, or more modules. In addition modular scheduling allows for different time allocations on different days so that a greater variety of programming is possible.

Through the modular schedule, it is possible to plan reaction sessions for large groups, interaction periods for smaller groups and a series of action activities for the individual student. Modular scheduling permits, optimal use of teacher expertise and encourages greater diversity in program. It provides for maximum exposure of teacher strengths to greater numbers of children yet minimizes staff weaknesses. As an example, some staff members are most able in reaction (lecture) type settings, while others excel in small-group and one-to-one situations. Modular scheduling would encourage best utilization of staff to take advantage of staff strengths.

As an added feature, the student would be expected to assume certain responsibilities for the allocation of portions of his time to activities needing his efforts. In this sense, modular scheduling forces the student to become more self-actualizing and assume greater responsibility for his own educational program. Given the almost unlimited variety of modular sequences that are possible, the potential for flexibility in scheduling is unlimited. Conceivably, modular scheduling could easily provide for the development of a multitude of academic offerings that would not be scheduled on a semester, a quarter, or annual basis, but rather would be of much shorter duration, perhaps greater concentrations of time for a few weeks. This too would enable far greater use of scarce resources, i.e., the use of a visiting expert for several weeks rather than trying to locate such a person for permanent staff. This could encourage several schools pooling resources to attract a "particular expert" to be shared by all schools. Many such diverse program possibilities could be engenered with the application of the modular scheduling concept.

Staff Utilization

Many, if not all, of the concepts presented have direct implications for utilization of staff. The traditional self-contained classroom with the teacher in complete charge of a group of students can no longer provide the variety and quality of experience needed in an urbanized society. Effects of the knowledge and technology explosion have caused the self-contained classroom concept to be questioned. The shear volume of factual knowledge now available serves to highlight the impossibility of one teacher trying to remain the sole dispenser of facts for a group of pupils. The changing role of the teacher from that of a fact dispenser to that of a manager of learning systems implies tremendous and often traumatic change in the self concept of the teacher. Teacher training and teacher training institutions must undergo great change in order to provide professionals who can operate effectively in the coming decades.

Many school systems in the major urban centers are presently attempting to confront the many issues involved in staff utilization. Traditionally based employee-employer labor contracts are perhaps the greatest impediment to the refinement of staff utilization practices. These contracts, which are products of an era when the self-contained classroom concept was the essential theme of education, severely restrict the opportunity to innovate and reallocate staff resources because of rigid pupil-teacher ratio guidelines. In addition, union leadership responding to the pressures from the membership continue to actively campaign for still tighter restrictions to support the self-contained classroom concept. This, of course, is supported by the teacher-training institutions who, by and large, have yet to make the needed changes in preparation programs. Yet, in spite of the impasse caused by self protection, status quo instincts, there is much emerging evidence of initial attempts to change the role of the teacher.

There are growing numbers of school systems and teacher training institutions that are developing exciting and unique models of staff utilization that hold great promise. The Survey Staff has noted in visiting its schools that the Dayton school system is involved in testing different means of utilizing their staff in an effort to provide adequate, efficient staff utilization. Perhaps the most exciting concepts being considered by the Dayton public schools are the use of teaching teams and the concept of differentiated staffing. These concepts are presently under consideration and are presented here in general terms in order that future developments and refinements can be easily incorporated.

a.) Team teaching -- perhaps the greatest danger inherent in this concept is that rather than team teaching it becomes "turn teaching". It is so easy to develop a team model that is merely the gathering of students to enable the teachers to trade off in the teaching process. Indeed, most efforts observed in other districts by the Survey Staff are just that -- with little or no concern for the planning effort needed to make team teaching an exciting, viable educational experience for student and teacher.

The concept, as envisioned by the Survey Staff, is based upon the premise that the teacher is a learning systems manager and must depend upon a variety of support personnel and resources to assist in the development of educational experiences for students. The teaching team assumes complete responsibility for the educational program of pupils assigned the team. As directors of the educational program for the pupils in their charge, the team identifies and gathers appropriate resources to permit optimum learning to proceed. These resources include the services of special support staff, i.e., educators, social scientists, health personnel, nutritionists, etc., as well as technological materials and equipment, i.e., electronic equipment, computers, audio-visual equipment, films, tapes, printed materials, etc. The application of the great variety of resources is the decision of the teaching team as a result of their knowledge of the educational needs of their students.

The identification of team members is very important to the success of the effort. Care in choosing personnel that will be complimentary to one another is most crucial. The capacity of the team personnel to plan together and to coordinate their efforts will be a measure of their success. It must be possible to provide experiences for the student in large group instruction as well as small group efforts along with significant opportunity for individual learning situations. As particular and unique individual needs are identified, resources to meet these needs must be allocated and applied. The team must develop ability and capacity to permit a variety of learning styles to operate concurrently and to identify and coordinate the efforts of many support personnel. At the same time, the team must apply evaluative measures in order that most efficient use of resources is insured.

Because team teaching success is so dependent on appropriate team planning, and because planning is a most difficult and time consuming task, there must be provisions for such planning to occur. This implies that time and resources be provided on a continuing basis for such planning activities. Team members must meet daily to review, evaluate, develop, decide, and plan the educational activities to be implemented. To enter the team teaching concept without such a commitment would be to insure its failure.

It is the concerted opinion of the Survey Staff that should the Dayton school system endeavor to continue testing the team teaching concept, appropriate recognition of support be given in terms of needed resources and adequate time for planning.

b.) Differentiated staffing -- a natural concomitant to the concept of team teaching is the concept of differentiated staffing. Previous statements as to the need for a wide variety of professional skills and associated support activities strongly imply differentiation of staff personnel. The changing role of the teacher also reinforces the idea that there exists a hierarchical spectrum of educational tasks to be accomplished.

As an example, the use of the medical model is appropriate. Within the medical model, the spectrum of professional, technical, semi-professional, paraprofessional, and non-professional services is very broad and comprehensive. It is easily recognized that the M.D. is but one small segment of the staff involved in the operation of the health system. The range of inputs required to permit the professional (M.D.) to function effectively is quite staggering. Support personnel of all kinds are very much in evidence including technical as well as semi-professional services.

Applying this approach to education creates some unique and exciting possibilities. Starting with the classroom teacher as the practitioner, it is possible to create an appropriate educational model. The professional staff includes a panorama of educators, social scientists and other professionals previously mentioned as support personnel. In addition, a variety of personnel can be identified as having great input to the educational process. Among them could be included:

1) technicians--persons qualified to set up and operate the many electronic devices available. Computer programmers, analysts, artists who provide materials machine operators, graphic specialists, etc. would be included in this category.
2) Semi-professional or paraprofessions--the many tasks to be performed with other agencies and with community residents indicate the need for this kind of staff. In addition, these

people could perform some of the clerically-oriented tasks now handled by the teacher. School-community liaison, school-agency cooperation, family visitation and assistance, and individual student assistance are areas of concern for this category. They would provide much of the needed data for program determination and refinement.

3) Teacher aides--this category would work directly with teachers in assisting in the performance of classroom tasks. Clerical tasks, individual tutoring, games direction, preparation of materials, test scoring, personal assistance to students, and other student-instruction related duties would be performed.

Among the professional category there should also be some differentiation. Designations of master teacher, teacher, beginning teacher, intern, and student teacher would be highly appropriate. The master teacher position will be the result of professional training, experience, performance, peer and system selection, and capacity. The role of the master teacher is one of educational leadership, of leading program planning, of directing the team. This position requires great competency and creative ability in order to stimulate the team in the development of necessary programs. The teacher category includes the regular teaching staff who have proven themselves as capable practitioners. In addition, the categories of beginning teacher, intern, and student teacher are suggested in order to insure a cohesive, coordinated system of staff development. The intern category is intended to provide additional preparation for the recent college graduate. It should be a paid position with additional credit awarded toward an advanced degree.

Implementation of a differentiated staff calls for close working relationship between the school system and the teacher training institutions, for earlier involvement of prospective teachers is important. The possibility also exists for the master teacher to be on joint appointment with a teacher training institution as a clinical professor of teacher education in order to legitimize the partnership role being projected.

Recognizing that many variations of the above model are possible, the Survey Staff recommends that efforts be initiated toward developing several models of differentiated staffing.

3. School Organization: Facility Implications

One very important factor emphasized by the professional staff of the Dayton Public School system is the desire to provide the most meaningful and significant types of in-school experiences possible for all children of Dayton. The Survey Staff notes the interest and drive of the superintendent and the staff toward re-organization of the present program, therefore the Survey Staff feels it appropriate to include in this report some general information relative to educational concepts that are presently being considered throughout the nation. This portion of the report hopefully will be closely related to the emerging organizational structure of the Dayton Public Schools.

Because of the growing awareness of the changing nature of the city and of the need to effect some means of permitting the schools to become more closely aligned and responsive to unique client needs wherever they occur; the Dayton Public Schools have embarked on an attempt to deploy personnel and resources closer to the school operations level. At the same time an awareness of the changing role of education has led to a recognition of the need for the deployment of planning capacity and expertise for the total system. Because of the demands of the system on the capacity of staff to effectively and efficiently conduct the day-to-day operations of the school with its complexity of pressures, crises, and logistical difficulties; the decision was made to create a planning and development cadre to address itself to all the planning tasks so vital to the continued success of the total system.

Operating within the limiting confines of a restricted budget, the future Dayton plan will attempt to provide resources and personnel for the planning task.

The Survey Staff envisions the Superintendent of schools, by virtue of his position and obligations, as becoming the chief planner of the school system. The department of Research and Development will play a significant role in the future processes related to educational planning. The Survey Staff sees the Research and Development department devoting the major portion of its energies to the planning function and not being heavily involved in the day-to-day operations of the school system. Long-range plans devised, tested, evaluated and diffused by the planning personnel will largely determine the success and/or failure of the Dayton Public Schools in the coming years. The capacity and ability of the school system to anticipate client needs and to quickly and efficiently mount programs to meet those needs is the primary task of the planning staff along with the continuous review, revision, and development of the total educational thrust of the school system. This is a serious, demanding, and difficult charge, one that requires not only technical and academic expertise, but also the capacity to predict and project possible alternative strategies for success.

The following program concepts are provided to enable the Dayton Public Schools to select, test, modify, evaluate and operationalize them as they are appropriate to different areas of the city. Some are readily adaptable to city-wide application while others are useable in particular areas.

Early Childhood Education

High concentrations of children from low-income families are attending urban schools throughout the nation. These children, for a variety of reasons, tend to be unable to successfully compete in existing educational programs.

Early intervention in the education process is essential to their later success. Many city school districts have not been able to meet this new challenge because of inadequate funds, classroom shortages, lack of specially trained teachers, and a basic ignorance on the part of educational personnel to the value of the pre-school years in terms of later in-school academic success.

Pre-school education is generally considered to be a program for three and four-year old youngsters and may include five-year olds in urban school districts. In general the children attend school for a $2\frac{1}{2}$ to 3 hour block of time either morning or afternoon concurrent with the regular school year. It should be noted that day-care centers or nursery schools for working mothers are not considered as early childhood education centers. The 90-hour summer "Headstart" (as valuable as they are) fall far short of the goals of early childhood education centers.

The research of Benjamin Bloom and others indicates that approximately 50 per cent of a child's way in organizing the thinking pattern that we call his intelligence is reached by age four and the next 30 per cent by age 8. The major portion of a child's capacity for learning is established by the age of nine. The child's abilities and intelligence can be increased later but only with enormous effort.

It is the opinion of the Survey Staff that pre-school education programs should prepare the child for success in the traditional elementary school: this success can only be measured in terms of the academic achievement that the child manifests in his interaction with the teacher and the curriculum provided for him. If a child proves his worth in the academic segment of his school career, those other aspects of the child's development, social, emotional, and physical, will have a greater chance of blossoming. This approach is taken with the realization that social institutions such as schools are very slow to change, consequently the task becomes that of adapting the child's behavior so that he is successful in the traditional school setting.

The basic organizational structure undergirding a desirable pre-school program is the "schome,"[1] a merging partnership between the two institutions which have the most influential impact upon the life of a child--the school and the home. Many educators and parents, regardless of their socio-economic status, would agree that few 3, 4, and 5 year olds gain the essential ingredients for optimal development from the home environment. As important as family life is, few families can provide a child with as wide a variety of quality experiences as could be offered by carefully planned pre-school educational program. Such a program, if carefully planned, would include consider input from the home and the community.

It is the opinion of the Survey Staff that the small school-home (schome) could be established in the neighborhood surrounding the existing elementary schools serving large numbers of low-income populations. These schools may be provided by new construction, by leasing space in apartment buildings, or by remodeling store fronts or other vacant commercial buildings. In the Dayton situation with the declining school population it is envisioned that the pre-school program could be established within the confines of the elementary schools.

Schomes, serving children of ages 3-6, if not located within the elementary school should have an optimal capacity of 150 pupils. They should be located to minimize the need for children to cross major traffic arteries, busy streets, railroad tracks, or topographical barriers. Each schome of approximately 150 children is to be perceived and operated as a "satellite" to an existing elementary school with the teaching and custodial staff operating as part of the "base" elementary school.

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[1] D. J. Leu and I. C. Candoli, Design for the Future. Chicago: The Board of Education, 1968.

A child who is ill, poorly fed, improperly housed, or who is linguistically handicapped cannot be expected to compete successfully in existing elementary or secondary school programs. Neither mal-nutrition nor poor health should be permitted to inhibit the educational process. The appropriate governmental agencies should provide for correction of physical deficiencies and the school should provide food programs where necessary. A breakfast or lunch preceding the educational experience is desirable for many of the children in those areas of the city where the income is low.

The success of the pre-school program is highly dependent upon parental understanding, acceptance, and meaningful involvement. The continuation or extension of the program into the home is essential. Parent education and parent participation is an integral part of the program.

Elementary Learning Centers

As an important aid to the implementation of the curriculum and instruction concepts, the Survey Staff urges consideration of changing existing traditional elementary schools to elementary learning centers. These centers, planned to accommodate the differentiated types of instructional programs envisioned as desirable by the Dayton staff, should emphasize the concept of individuality and the recognition of individual differences so important to the development of successful educational programs.

Traditions are difficult to discard and no educational tradition is stronger or more sacred than the self-contained classroom concept which has been the basis for elementary education since the birth of the American school. Nevertheless, modern educational thought recognizes the need for a variety of methods to be used in the development of optimal programs for children.

The commitment of the Dayton Public Schools to the development and implementation of educational programs with sufficient flexibility and diversity to accommodate the wide range of children found within the district strongly suggests a dramatic departure from the prevailing method of grouping elementary pupils. The wide disparity in learning styles and rates between and among children mandates the creation of a capacity to individualize instruction to a degree never before attained. There is general consensus that the role of the teacher is changing dramatically from that of a 'fact dispenser' to that of a learning systems manager, and this is consistent with the Survey Staff's position on elementary schools as learning centers.

The introduction of a wide range of human and material support services all planned and coordinated toward the optimization of educational programs for individual students further strengthens the emerging learning systems management role of the teacher. For the teacher to succeed as a learning systems manager, she must have ready access to many educational tools and resources. These resources are the basic components of the elementary learning center. The identifying, gathering, sorting, dispensing, manufacturing, reproducing, receiving, and allocating of these many resources is the task of the educational materials resource center which should be provided in each elementary center. In Dayton, this particular center has been given the designation "Learning Center."

The facilities and resources (human, electronic, printed, and audio-visual), of the educational materials resource center will enable the teacher to devise, in concert with other professional staff, educational programs for each child in her charge. The capacity to enable each child to have a variety of educational experiences and stimuli so devised as to provide an appropriate sequential exposure to individually prescribed programs of learning will be the measure of success of the elementary learning center.

Just as the role of the teacher is changing, so must the role of the school principal change. As the educational leader of the proposed elementary learning center, the principal's role becomes one of providing educational planning expertise for his staff to draw upon. This does not mean that the principal plans the programs of education for each student in the building, but rather that he facilitates the planning efforts of the learning systems managers (teachers) by identifying, locating, and providing the multitude of resources needed. He (she) must be able to quickly grasp the inputs needed to enhance the learning process and provide the leadership in making these inputs available. If particular planning tasks are in order he must be able to engender the needed skills and resources for the accomplishment of these tasks. Thus he (she) becomes a facilitator, a coordinator, and a procurer of needed educational resources. The routine and mundane tasks of administration, while important and necessary should be shifted to an office manager-type of staff member who would assume these and other business management types of duties. Thus the educational leader (principal) of the elementary learning center would be able to devote his full energies to the educational processes of the school.

The elementary centers should be planned with a wide variety of spaces and areas. Provision for large and small groups as well as spaces for independent study must be made. In addition, special areas designed for particular functions, i.e., educational materials resource centers, music, art, physical education, school lunch, the staff planning centers, offices, guidance, etc., must be provided. Community spaces for use by parents, adults and community organizations are also important to the elementary learning center concept and should be included as an integral part of the facility.

Elementary schools should also provide suitable facilities for the services rendered to promote and enhance the instructional program. These include appropriate administrative facilities; conference spaces, health service facilities devoted only to this purpose, adjacent to the administrative offices for monitoring purposes; separate dining facilities served from in-school kitchens or a central district kitchen; staff offices for both group and individual work, staff material preparation and work area, and staff lounges.

School sites should be large enough to provide for outdoor play and instruction, parking for staff and visitors, protected space for bus loading and unloading, and any planned expansion in the future. Schools should be located on the site in such a way as to promote aesthetic and safety features such as for the delivery of supplies without endangering students. The Council of Educational Facility Planners recommend that school sites should be:

1. Ten acres plus one additional acre for each 100 pupils in a K-6 elementary school.

2. Twenty acres plus one additional acre for each 100 pupils in the junior high or intermediate school.[2]

An important factor to consider in school buildings needs is the number of teaching stations needed in the future to house the students enrolled in the district. Based upon a teacher-pupil ratio of 1 to 28, the present enrollment of 35,783 (Table 4) dictates that 1,278 spaces are needed to house students in grades 1-8. Using the present educational program as a scale there are 1,337 teaching stations available.

Future projection of teaching station needs for the Dayton schools in grades 1-8 reveals that the enrollment by 1973-74 will decline to a range of 29,717 to 32,627. The need for teaching stations will decline from 1,278 in 1970 to between 1,061 at the low to 1,158 at the high. Projecting student enrollments further reveals a continuing decline. Projections for the school year 1976-77 reveals an enrollment in grades 1-8 of between 26,380 and 30,654. The need for teaching stations is further diminished, showing a need of 942 at the low range to 1,094 at the high (Table 5).

Administrative Unit I teaching station needs for the 1971-72 school year are 396 to 414. The 1976-77 school year needs are 319 to 367. Presently there are 432 teaching stations in Administrative Unit 1. See Table 6.

Asministrative Unit 2 teaching station needs for 1971-72 are 351 to 369. The space requirements for 1976-77 are 284 to 330. Presently there are 418 teaching spaces in Administrative Unit 2. See Table 10.

Administrative Unit 3 teaching station needs for 1971-72 in grades 108 range from 420 to 440. The need declines yearly until by 1976-77 the space requirements are 339 to 393, Table 14. Presently there are 487 teaching spaces in Administrative Unit 3.

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[2] Council of Educational Facility Planners, Guide for Planning Educational Facilities, Columbus, Ohio: The Council, 1969, p. 60.

Projected school enrollments for grades 1 through 9 reveals a decline through 1976-77. Based upon continuation of the present program or a change to the desired program reveals that a sufficient number of teaching spaces have been constructed and that additional construction is not indicated except through the discontinuance of some of the older facilities for classroom use. What is most likely to occur is a modification on present facilities to meet the changing program needs.

Intermediate Learning Centers

The Survey Staff interprets the intermediate school grades for the Dayton schools (if it is decided to reorganize from the present K-8 structure) as including grades 6, 7, and 8. This interpretation was arrived at as a consequence of discussion with the professional staff and community residents. One of the functions of the intermediate school will be to aid students during early adolescent years to make the transition from a self-contained form of organization in the elementary school to the more subject-centered, departmentalized approach used in the high schools. This transitional period should concentrate on the student as he passes through a trying and unstable period of growth.

The intermediate school should not follow the pattern developed by the junior high school movement. A close scrutiny of the junior high school and the senior high school indicates great similarity of structure and functions. The junior high school presently imitates the high school in many areas: highly organized athletics, introducing sophisticated social events, class scheduling, strict departmentalization, in the use of marching bands and in many instances the involvement with elaborate graduation ceremonies. Unfortunately, the junior high school has lost sight of the needs of children of this age and has become almost carbon copies of the senior high school.

The intermediate school should not be seen as grade grouping but rather a grouping of children generally ranging from ages 11 through 14. Flexible grouping of children should be the benchmark of intermediate school organization. The grouping should be based upon students' abilities and needs rather than by a rigid grade pattern. In skill development activities, variable groupings should be done as the need is determined. It is important that continuous growth on the part of each individual student be adopted as the intermediate school "modus operandi."

To facilitate the planning and introduction of the type of experiences warranted for this age group, the intermediate school should be designed so as to allow for team or cooperative teaching. The interior partitions and furniture which would provide for many different sizes and shapes for teaching and learning stations. Large, small and individual stations should be available with a minimum of inconvenience.

The intermediate school facility should be designed to encourage student participation in discovery-action types of learning. Passivity on the part of students in the learning process should be minimized. Students should be involved in "doing" rather than just reading from the books and gaining only a vicarious type of experience.

Each intermediate school should offer as its basic program of studies language arts, mathematics, art, music, science, social studies, humanities, physical education, home and community living, and careers orientation (industrial arts). Specialized laboratories are required for instructional activities in science, art, music, career orientation (industrial arts), home economics, and physical education.

This school program also requires a well-equipped educational resource and materials center which provides, in addition to books, a wide range of other learning aids. This center offers enrichment and supplementary materials that are coordinated and in keeping with the on-going curriculum. It is adequate and functional only if it fits into the total school philosophy. The center should offer service and guidance to the total school population.

An adequate administrative and service facility should be provided. Because of its importance, its general atmosphere, attractiveness, and efficiency can have a deep impact upon visitors, students and staff. Since this area represents a barometer for determining the general school climate it should execute an impression of warmth and friendliness. The setting should be comfortable, relaxed and aesthetically pleasing, with an attractive blending of color and sufficient lighting.

The center should be easily accessible to visitors and staff. If the school has more than one level, the administrative office should be on the ground level, adjacent to the main entrance. If at all possible the administrative suite should also include the health offices (used only for that purpose), a conference room, speech and hearing therapy room, and a counselor's suite. Ample space should be provided for a workroom with storage space.

An intermediate school also requires facilities for assemblies, food preparation and dining, student commons, staff lounges and materials preparation areas.

A wide variety of intramural programs with experiences for pupils at all points on the ability continuum is envisioned. An emphasis upon participation rather than organized competition should be stressed. Exposure to physical activities that have carry-over into continuous adult participation is encouraged.

The intermediate school site should be as centrally located as possible to all feeder schools. Special consideration must be given to providing an attractive and safe environment. As indicated earlier in this report, the recommended minimum site for an intermediate school is 20 acres plus one additional acre for each 100 pupils enrolled. The scarcity of available space in an urban setting such as Dayton prompts the Survey Staff to revise these recommendations to suggest that a site of 8 to 10 acres would be appropriate at the minimal level.

If the decision is made to change the organizational pattern in Dayton and introduce the intermediate school concept, the number of spaces required in the total system using a teacher-pupil ratio of 1 to 28 would be 428 for the low range and 448 for the high in the 1971-72 school year. In the 1976-77 school year, the need will decline to 316 at the low and 384 at the high (note population in Table 5).

In Administrative Unit 1 to house the projected enrollment of students in grades 6-8 in the 1971-72 school year will require 148 to 154 teaching spaces. The number required in 1976-77 will be 109 to 133 spaces.

To house the projected 6 to 8 grade enrollment in Administrative Unit 2 will require 124 to 132 spaces in 1971-72. In 1976-77 the requirement will decline from 93 to 114 spaces.

Administrative Unit 3 represents a similar decline in required spaces for this grade grouping. In 1971-72 the space requirements are 154 to 161. The school year 1976-77 reveals a need for 114 to 138 teaching spaces.

The administrative staff considers an intermediate school with an enrollment of 800-1000 as being a range of desirable size. Projected enrollments indicate that the 6-8 grade population could range between 4,333 as a high and 3,067 as a low in Administrative Unit 1 (Table 6). Four to five intermediate schools are needed in Administrative Unit 1.

The projected 6-8 population for Administrative Unit 2 could range between 3,527 at the high and 2,611 at the low (Table 10). Three to five intermediate schools are needed in Administrative Unit 2.

Administrative Unit 3 with a projected enrollment ranging between 4,316 at the high and 3,191 at the low (Table 14) will need three to five schools.

The overall enrollment projections reveal a steady decline in student population in the Dayton school system over the next six years, 1971-77. Interpreting this data to school building needs indicates that there are sufficient teacher pupil academic spaces to meet the need without providing for additional building. Modification of certain buildings to serve the 6-8 grade age groups is indicated.

Secondary Learning Centers

The secondary school programs should include offerings in the broad areas of language arts mathematics, art, music, science, social studies, physical education, home economics, industrial arts, careers orientation, foreign languages and business education. The high school facility should be designed so as to adequately meet the needs of those students entering the world of work upon graduation as well as those of students going on to higher education. The introduction of a comprehensive vocational and technical education program has a high priority with the Dayton school staff.

Library and instructional materials services are considered an important part of the high school program. This facility is regarded as the nerve center of the school. It should enhance learning and instruction not only through books, but also through a wide range of other educational aids. It should be of sufficient size as to serve as a research center for individuals working on special interest projects as well as a storage and retrieval center for many kinds of learning and instructional aids for both pupils and teachers.

The academic instructional spaces should vary in size based on the nature of the instructional or learning activities. Desirable class size should vary from a one to one ratio, to groups of 100 or more for certain lecture and/or demonstration activities. The opportunity for individual students to work independently is essential.

Secondary school experiences mark the period when students begin assessing what direction their careers will take. Guidance and counselling then becomes an important part of the total educational program. Adequate facilities for counselors should be provided so that each counselor will have a private office in which to conduct conferences with individual students. A conference or waiting area of ample size should also be provided.

Tables C-23, C-24 and C-25 indicate the subject area indexes based upon the existing program and the desired average class size for Administrative Units 1, 2, and 3. A subject area index represents the total enrollment from which a sufficiently large number of pupils are enrolled in the given area to utilize a teaching station full time. Those subject areas where the most pupils are enrolled for the greatest time period have the lowest indexes. For example, at Dunbar School in Administrative Unit 1, one academic teaching station is required for every 74 pupils. However, 1,437 pupils are required to warrant the use of one fine arts teaching station full time.

A teaching station is defined as a space where a teacher may conduct certain types of activities with a group of pupils. An academic classroom or a science laboratory may each be considered one teaching station. On the other hand, one gymnasium that is large enough to be divided into two spaces may be considered as two teaching stations.

Secondary schools should provide all the facilities required for the program of instruction including the many kinds of special teaching stations in addition to regular classrooms. Of primary interest are the academic teaching station requirements needed for future enrollments. This information can be obtained by dividing the desired program indexes from Tables C-23 through C-25 into the projected enrollments for each high school. For example, Belmont High School has a projected enrollment of 1976 pupils maximum for the 1971-72 school year. By dividing the academic subject area index into the projected enrollment indicates that 32 teaching stations would be required. Belmont presently has 40 academic teaching stations.

Carrying this process through to the 1976-77 school year indicates that the enrollment at Belmont could decline to a low of 1722 pupils. Using the formula for calculating academic teaching station requirements reveals that

28 stations would be needed at that time. It is evident that the Belmont area will not have a need for additional academic teaching stations beyond what is available over the next seven years. Table C-22 indicates the academic teaching station requirements for all high schools through 1976-77.

Modified Secondary Level Education

Much as the elementary centers of learning concept and the intermediate education center for learning is the result of earlier descriptions of curriculum and instructional concepts being considered by the Dayton staff; the modified secondary level education plan is a natural outgrowth of concepts addressing themselves to educational needs of secondary students. Because the Dayton board of education and the school system staff have given careful consideration to the various educational concepts being introduced, it becomes necessary to develop modifications to the existing secondary school patterns. This is reinforced by the continuing pressure from students, parents, and clients for educational change and, for participatory rights on the part of the community. At the same time, a recognition and understanding of the role that secondary education plays in the total economic, social, and psychological well-being of the city, state, and nation adds to the needs for re-evaluation and modification.

Several efforts are proceeding concurrently throughout the country to provide school districts with the initial thrust in the development of this new concept. Among the most creative and promising is the pilot program called the Chicago Metropolitan High School being conducted under the joint leadership of the Chicago board of education and the Urban Research Corporation. This exciting and innovative program, is an extension of the Philadelphia Parkway School Plan in which the school facility is actually the total city.

The selected student body participates in educational programs in a variety of settings located in participating firms and agencies. Initial response from business firms and municipal agencies invited to participate has been gratifying. These organizations contribute resources in a number of ways. Some have made cash contributions, others have provided space in which to house students and programs,and still others have made personnel available for the purpose of providing highly skilled experts to work with students in a particular field. Thus, learning experiences in communications are guided by personnel from the telephone industry and a local radio-television station; experiences in merchandising by persons who are members of local merchandising firms; and instruction in the art forms by professionals in these fields. In this way the students have direct linkage with successful persons in the particular field. An early evaluation of this pilot program indicates that reception on the part of students and participating organizations is very positive and that expansion to include many more students and organizations is needed.

Among other efforts to modify secondary level education can be included the many vocational occupations programs being developed and implemented, to provide a complete spectrum of options and alternatives from which the student and his parents can choose. Diversity, variety, and heterogenity are perhaps the greatest strengths of the urban center. These must be recognized as resources and efforts made that will utilize these strengths as valuable components of the educational system. Therefore the school must be modified to reflect the diversity, variety, and heterogenity of the city and the resulting increase in options available to the student will become the strength of the school system. The living arts center, designed to provide an indepth exposure to and appreciation of artistic endeavors for secondary students is a fine example of possible modification of secondary centers.

Recognition of the different modes and styles of learning and of the wide spectrum of talents, capacities, and needs of the students to be served should be reflected in the planning of new and rehabilitative secondary facilities. Provisions for addressing individual student concerns and for entry and re-entry into individually prescribed programs must be made. The capacity of the secondary school to remain responsive to student needs will also cause continuous modification of secondary level education for as needs shift and change so must education change. This mandates great flexibility: of staff, of facility, of resources, and of priority.

The Magnet School

A magnet school is an exemplary school conceived and operated to offer outstanding programs for clients with particular emphasis in certain selected areas. An example of a magnet school is one that will provide outstanding academic programs with particular emphasis on the performing arts. This particular concept could coincide very closely with the Living Arts Center already functioning in the Dayton School system. As these special curricular efforts are developed and refined at the magnet school they will be incorporated into the ongoing program of other schools in the city. Other magnet schools will develop along different areas of specialization and emphasis. A particular magnet school could serve pupils from pre-school through the primary ages. Other such schools could serve upper elementary and secondary age clientele.

Each magnet school will be uniquely different from the others. They could be created to provide great emphasis on a particular academic area, such as science or technology or to provide unique programs to resolve particular educational difficulties, inner-city education or the assimilation of the culturally different.

Students for the magnet schools are drawn from beyond the immediate neighborhoods and from both public and non-public school populations. Magnet schools attempt to increase racial integration and develop, evaluate and diffuse innovative curriculum. The magnet school has students who are selected from volunteers of the immediate and extended community. Students who intially enroll will have the opportunity to attend for the complete sequence of program regardless of where they move in the city during the school years.

Since the school program extends into the community and the community into the schools, the magnet schools are designed to also serve the adults of the city.

School Within a School

Increasing concern with the numerical size and mass of urban schools has led the effort toward internal decentralization. The multiple pressures faced by urban students are further complicated by the density of population and the expanded size of the typical urban school.

A common plea, voiced by teacher, students, parents and administrators is that which bemoans the utter impossibility of knowing one another. As our nation is moved from a rural society to a highly structured urban society, the capacity to retain personal relationships has been severely taxed if not completely lost. As a result we have become almost computerized in our approach to human relations in teacher-pupil interactions. The crush of ever expanding urban centers, with concomitant demands for educational services and a rapid decrease in space allocated for school use has served to encourage the building of larger and larger school units on smaller and smaller sites. This in combination with the increased tranciency of the American people has contributed to the depersonalization of the urban schools.

Still another factor which contributes to the growth and size of the typical urban school is the efficiency factor. As increased specializations on the part of staff became necessary and as educational services and programs became larger, more diverse and certainly more complex, the cost dictated the creation of still larger units in order to most effectively and efficiently use resources. Academic specialists, administrators, support staff, expensive and sophisticated equipment can be most easily justified if the cost is dispersed over a greater number of students and if total use of the resources is possible.

The school within the school concept or "house plan" attempts to provide a large enough total student body to economically justify the provision of specialized equipment and personnel to enable a greater diversity and variety in educational program. At the same time, the school within the school is an effort to decentralize the large total massive structure with its seemingly countless number of faces into several smaller, semi-autonomous units, each providing psychological and physical home bases for their students. It represents a formalized attempt to truly recognize the individual student by providing intimate kinds of relationships needed in today's society.

The primary thrust of the school within a school concept is toward continuing the wide variety and diversity of programs possible as a result of the gathering of sufficient numbers of students to efficiently utilize resources, while at the same time, encouraging much smaller groups to develop an identity and rapport so important to social, human and academic success. The evolving curricular changes are primarily concerned with enabling the educational system to recognize, diagnosis, and meet individual student needs. This is best done if, organizationally, the large student body of a particular school can be broken down into more manageable, smaller units.

It is the aim of the school within a school or "house plan" to provide much of the individualized and common skills type of learning opportunities for students. Close student-teacher relationships, guidance activities, co-curricular efforts are all a part of the school within a school responsibility. The opportunity to develop meaningful teacher-student relationships is further enhanced by the organization of the school within a school with the provision of continuous contact between staff and students in co-curricular as well as curricular activities.

Organizationally this concept also provides opportunity for students to participate in an expanded number of specialized programs drawing interested participants from the total school enrollment. Programs in advanced mathematics as well as in the various technologies can be efficiently mounted by drawing on the larger total enrollment of the facility, the gathering of sophisticated resources, i.e., films, tapes, printed matter, models, etc. in a common resource center also provides expanded opportunities for the student.

V. Finance

Introduction

Although the Survey Staff is primarily concerned with the financial and resource needs as related to school facilities, the successful implementation of the educational program in an adequate school plant is inescapably tied to the total resource picture in a given community. Little education of consequence can proceed if the financial picture is so bleak as to preclude optimum use of school facilities. Likewise, the potential for adequate program is severely restricted if satisfactory facilities are not available. Ideally then, the best possible educational program is provided when reasonable staff and supply allocations are successfully blended with facility and equipment in adequate quality and quantity.

The growing complexity and diversity of the urban centers of the country place even greater demands on already scarce resource pools. Density of population has never been recognized as a factor in determining aid to education yet there is growing evidence that added resources are mandatory to enable urban schools to operate successfully. There is substantial research to support this need, the most recent being the unreleased U.S. Office of Education Task Force Report on Urban Education which emphasizes the growing plight of the city schools. Increased demands for services, new and more relevant programs, aging school facilities, the inflationary spiral, employee demands for adequate salaries, the flight of manyschool supporters to suburbia, the taxpayer revolt, the regressive nature of the property tax, inadequate state and federal level support have all conspired to place tight financial constraints upon urban school systems. City school systems throughout the country are in serious financial difficulty and unless dramatic changes in the method of financing urban schools occurs, many city school systems will have to prematurely close during the school year.

Dayton, too, has felt and is feeling the financial dilemma of insufficient resources to provide an adequate educational program. The alternatives are painfully clear: either added local revenue (in the form of higher taxes) is found, or state-federal subsidies are provided, or the Dayton Public School system is in danger of serious dislocations in terms of being able to continue its program of education. And, in the absence of any real commitment by either state or federal governments to significantly increase support for education, the entire burden must fall on the local taxpayer.

Therefore, as the Survey Staff proceeded in the task of determining facility needs for the Dayton Public Schools, the serious nature of the total financial picture forced a focus on complementary resource needs, namely the current operating needs of the system. What follows is a presentation of data collected to show past and present financial patterns in an effort to provide adequate information for planning and implementing the desired program of education.

Resource Analysis

The total assessed valuation of the Dayton Public Schools rose from $878,759,000 to $1,090,666,000 in the decade of the 1960's. Table B-1 and Chart 1 indicates this continued tax base increase as well as the per-pupil valuation increase. Over the 10 years the total assessed valuation increased 24.1% while the per-pupil valuation increased 15.8%. The

Table B-1

Dayton Public Schools

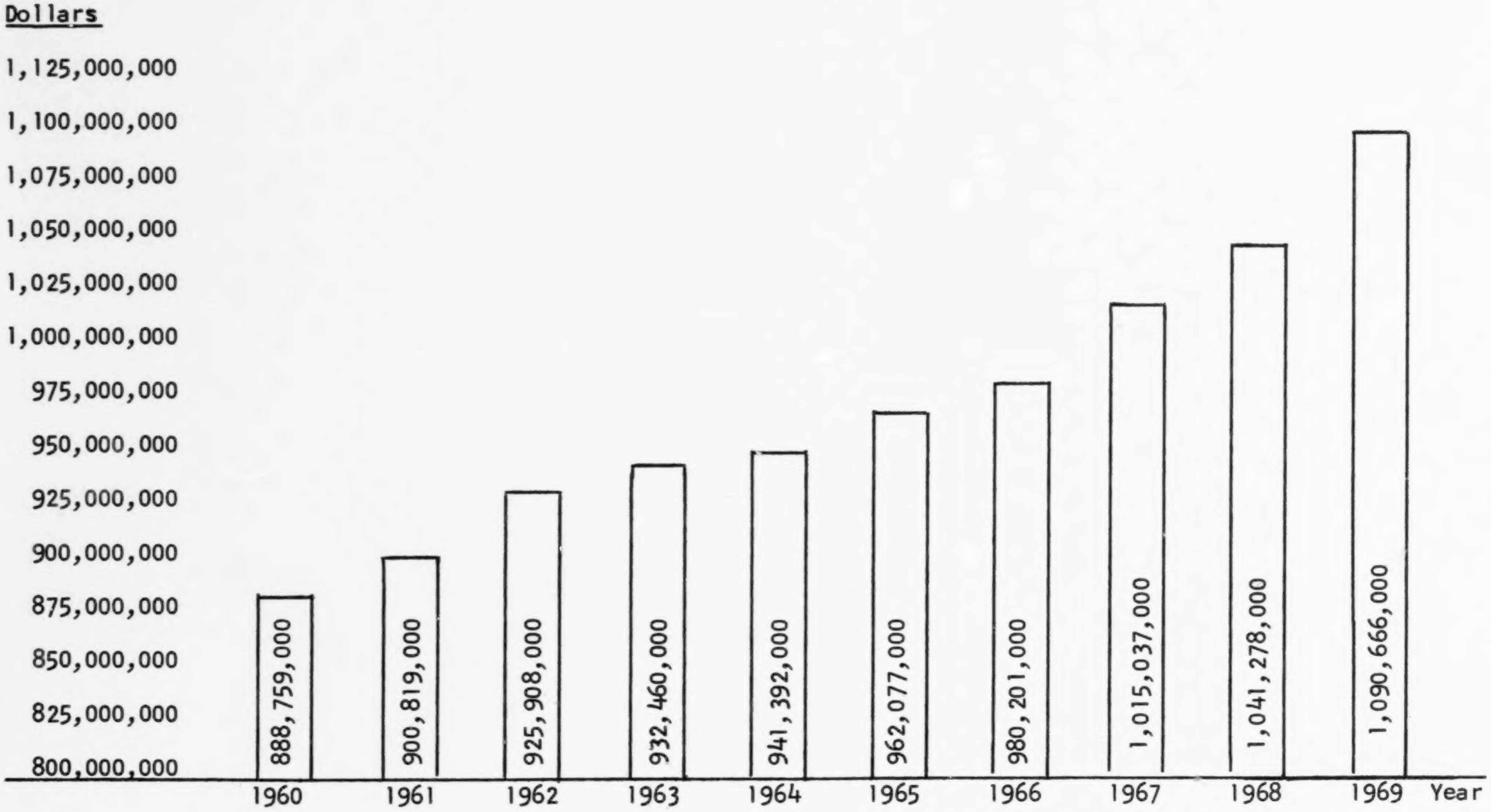
Changes in Total Assessed Valuation and Per Pupil Valuation 1960-1969

Year	Total Assessed Valuation	Index	Valuation/Pupil	Index
1960	$ 878,759,000	1.00	16,263	1.00
1961	900,819,000	1.025	16,757	1.030
1962	925,908,000	1.053	16,802	1.033
1963	932,460,000	1.061	16,790	1.032
1964	941,392,000	1.071	16,582	1.019
1965	962,077,000	1.094	16,385	1.007
1966	980,201,000	1.115	16,775	1.031
1967	1,015,037,000	1.155	17,291	1.063
1968	1,041,278,000	1.184	17,873	1.098
1969	1,090,666,000	1.241	18,836	1.158

Source: Dayton School Staff
Calculations by the Survey Staff

Chart 1

Growth in Total Assessed Valuation 1960-69 Dayton Public Schools



per-pupil increase is the more significant figure and reflects the effects of increased student enrollments during the decade. Chart 1 depicts the same information in graphic form. Equally significant is the fact the Consumers Price Index rose from 102.2 in January of 1960 to 127.6 in June of 1969 so that the resource base per pupil in Dayton actually declined during the decade.

Table B-2 and Chart 2 indicate the school tax rates for operation and debt service for Dayton during the decade of the 1960's while Table B-3 compares data on enrollments, valuation, income, and tax rates for the eight largest city school districts in Ohio for the 1969 year. As shown in Table B-3, Dayton ranks sixth of eight in total school tax rate. When rates for debt service are examined, Dayton ranks fifth of eight.

Table B-4 compares tax rates of city school systems in Montgomery County. Dayton reflects the lowest total school tax rate of the six city school districts in the county. This, in spite of the fact that Dayton is the only truly urban center in the county and must provide for all of the diverse, complex educational needs found in the central city.

A comparison of revenues from local and state sources over the past four years shows that the state share of contribution for education in Dayton has remained at approximately the 20 per cent level and the local share has been steady at approximately 80 per cent. As Table B-5 indicates, Dayton has had to assume a greater burden locally for support of schools than have the other systems in Montgomery County. This is true both in dollar per pupil expenditure as well as in percentage of total funding. Table B-5 reinforces

Table B-2

Dayton Public Schools

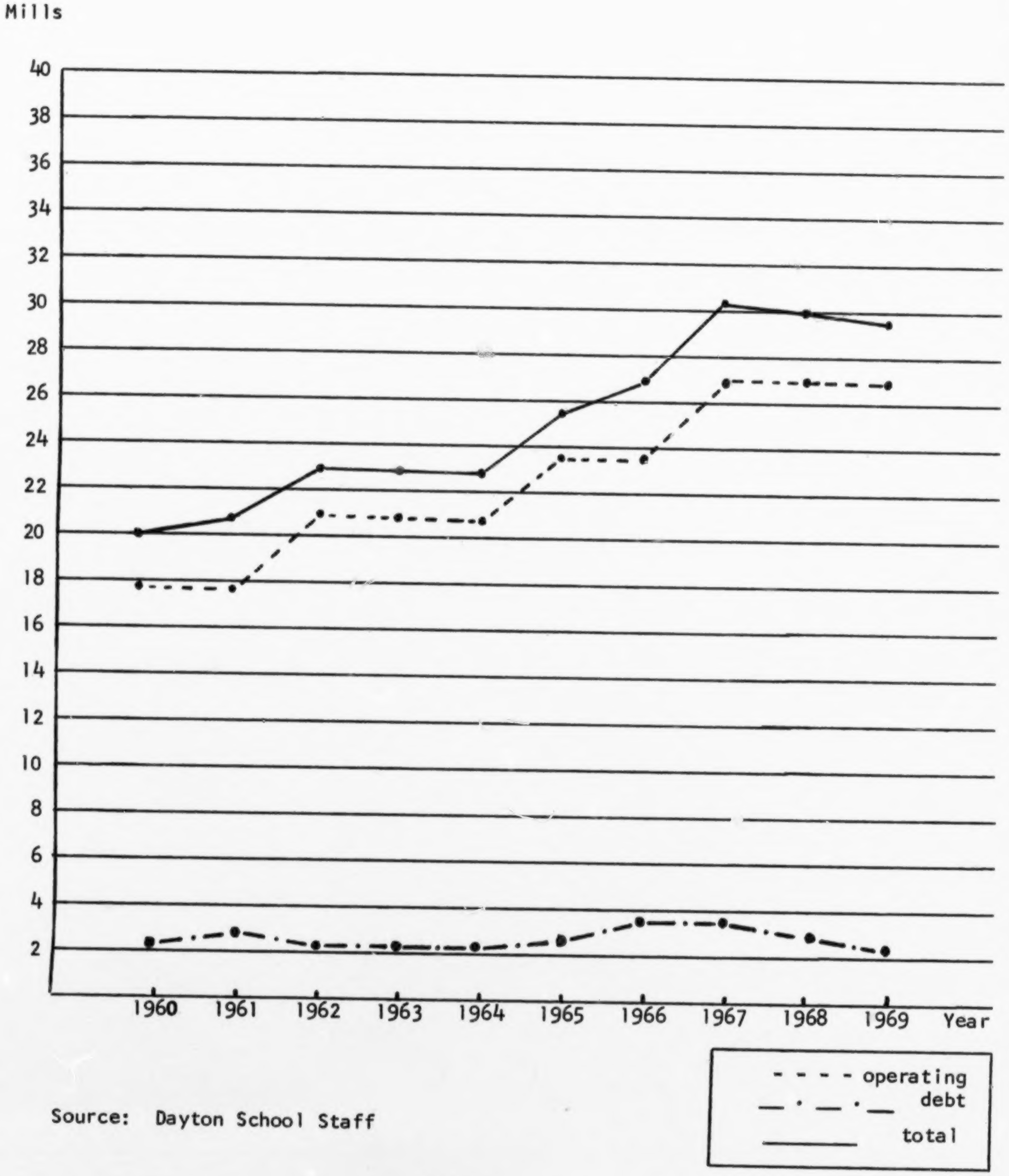
School Tax Rates 1960-1969

Year	Operating	Index	Debt	Index	Total	Index
1960	17.75	1.00	2.25	1.00	20.00	1.00
1961	17.75	1.00	2.55	1.133	20.30	1.015
1962	20.58	1.159	2.12	.942	22.70	1.135
1963	20.58	1.159	2.12	.942	22.70	1.135
1964	20.58	1.159	2.12	.942	22.70	1.135
1965	23.58	1.328	2.22	.986	25.80	1.290
1966	23.58	1.328	3.12	1.386	26.70	1.335
1967	27.08	1.525	3.12	1.386	30.20	1.510
1968	27.08	1.525	2.92	1.297	30.00	1.500
1969	27.08	1.525	2.52	1.120	29.60	1.480

Source: School Staff
Calculations by Survey Staff

Chart 2

Changes in School Tax Rate 1960-1969 Dayton Public Schools



Source: Dayton School Staff

Table B-3

Comparison of A.D.M., Assessed Valuation and Tax Rates of Eight Large Ohio Urban School Districts

School District	ADM	Total Valuation	Per Pupil Valua-tion	Rank	Tax Revenue Per Pupil	State Aid Per Pupil	TAX RATES									
							In	Out	Total Opera-tion	Rank	Debt	Rank	Total School	Rank	Total All Purpose	Rank
Akron	55,455	944,851,000	17,038	7	579	129	4.14	26.56	30.70	2	3.30	3	34.00	2	46.94	2
Canton	20,939	360,903,000	17,236	6	515	150	4.40	21.20	25.60	6	4.30	2	29.90	5	36.00	8
Cincinnati	83,123	1,863,448,000	22,418	1	526	133	4.19	16.55	20.74	8	2.76	4	23.50	7	44.02	5
Cleveland	146,651	2,944,938,000	20,219	2	651	129	4.00	25.90	29.90	3	2.30	6	32.20	3	62.60	1
Columbus	104,199	1,575,062,000	15,116	8	543	146	4.51	27.10	31.61	1	4.35	1	35.96	1	45.90	4
DAYTON	56,592	1,090,666,000	18,836	4	554	128	4.48	22.60	27.08	5	2.52	5	29.60	6	46.40	3
Toledo	58,778	1,055,795,000	17,962	5	565	137	3.60	25.90	29.50	4	2.00	7	31.50	4	42.20	6
Youngstown	26,034	516,303,000	19,832	3	442	131	4.10	17.60	21.70	7	.60	8	22.30	8	36.40	7

Source: State Department of Education
Calculations by the Survey Staff

Table B-4

Comparison of Assessed Valuations and Tax Rates of City School Districts in Montgomery County for 1969

School District	Valuation	Per Pupil	Tax Rate Operation	Rank	Debt	Rank	Total	Rank
Dayton	1,090,666,000	18,836	27.08	3	2.52	6	29.60	6
Kettering	292,839,000	18,973	28.80	2	5.40	4	34.20	3
Miamisburg	58,093,000	11,303	24.11	5	5.68	3	32.40	4
Oakwood	46,611,000	24,185	35.94	1	4.73	5	40.67	1
Vandalia-Butler	64,606,000	12,789	21.81	6	5.90	2	29.71	5
West Carrollton	80,133,000	15,172	27.20	4	6.70	1	35.90	2

Source: Montgomery County Public Schools Annual Statistical Report.

Table B-5

Comparison of Per-Pupil Revenue From State and Local Sources for Montgomery County School Districts 1965-1969

Budget Catagory	1965-66			1966-67			1967-68			1968-69		
	Dayton	Mont. Co. City Dist. Ave.	Mont. Co. Ave.	Dayton	Mont. Co. City Dist. Ave.	Mont. Co. Ave.	Dayton	Mont. Co. City Dist. Ave.	Mont. Co. Ave.	Dayton	Mont. Co. City Dist. Ave.	Mont. Co. Ave.
Local Tax	395.55	382.75	325.63	438.52	412.07	348.51	483.99	447.94	377.26	510.08	482.09	407.89
%	79.8%	77.8%	70.5%	81.1%	78.7%	70.9%	79.3%	76.8%	68.5%	79.9%	77.9%	69.5%
State Aid	100.08	108.86	136.07	102.05	111.09	142.62	125.64	135.02	173.66	128.41	137.07	177.26
%	20.2%	22.2%	29.5%	18.9%	21.3%	29.1%	20.7%	23.2%	31.5%	20.1%	22.1%	30.5%
Total local plus state	495.63	491.61	461.70	540.57	523.16	491.13	609.63	582.96	550.92	638.49	619.16	585.15

Source: Montgomery County Public Schools Annual Statistical Report
Calculations by Survey Staff

the earlier statement that the urban centers of Ohio are punished for density of population and must assume an ever expanding role locally while at the same time facing the stark truth of increased costs, growing needs and great competition for the tax dollar. The fact that the state aid program provides Dayton with approximately 20 per cent of its resources while providing over 30 percent to the county average indicates the degree of discrepancy in the funding formula.

While the national picture for urban school systems is indeed bleak, Dayton is more fortunate than many in that the tax base while not increasing rapidly is not eroding as in many cities. In addition, present tax rates are not abnormally high, in fact they are lower than many of the surrounding school districts and in addition, the citizens of Dayton have a history of supporting the public schools. However, it is becoming increasingly clear that if the American City is to survive and progress during the coming decades massive infusion of state and federal resources are going to be needed. The continued rape of The American City must be halted in order for them to survive. As is stated in the proposal of the Health, Education, and Welfare Urban Task Force, in their unpublished document Urban School Crises[1] there must be created an Urban Education Act to provide a major vehicle for a local-state-federal partnership in education.

Expenditure Analysis

Tables B-6 and B-7 compare per-pupil expenditures in the various categories for the largest school districts in Ohio as well as for the city districts in Montgomery County.

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[1] Health, Education, and Welfare Education Task Force, Urban School Crises: The Problem and Solutions. Washington, D.C., January 5, 1970.

Table B-6

Per-Pupil Expenditures of the Eight Largest Urban School Districts in Ohio

School District	General Control		Instruction		Plant Operation		Plant Maintenance		Attendance		Health		Trans-portation		Fixed Charges		Total Current Expense
	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	
Akron	14.66	2.4	434.76	72.1	56.19	9.3	23.16	3.8	2.28	.4	.54	.1	3.32	.6	67.68	11.2	602.59
Canton	19.07	2.8	491.92	73.3	57.95	8.6	24.86	3.7	1.37	.2	3.39	.5	1.38	.2	71.61	10.7	671.55
Cleveland	37.94	5.0	499.20	65.7	81.73	10.8	32.87	4.3	3.62	.5	7.02	.9	3.77	.5	93.75	12.3	759.90
Cincinnati	27.86	4.0	491.25	70.3	69.28	9.9	19.46	2.8	7.53	1.1	4.50	.6	6.73	1.0	72.61	10.4	699.22
Columbus	11.41	1.9	417.87	71.0	62.25	10.6	17.34	2.9	4.04	.7	3.79	.6	7.08	1.2	65.03	11.0	588.81
DAYTON	20.54	2.8	525.33	71.6	67.34	9.2	23.98	3.3	3.67	.5	6.45	.9	7.38	1.0	79.15	10.8	733.84
Toledo	20.16	3.2	439.60	69.5	75.33	11.9	13.92	2.2	3.09	.5	.11	--	7.49	1.2	73.25	11.6	632.95
Youngstown	17.71	2.5	498.54	70.4	75.51	10.7	16.61	2.3	3.36	.5	6.85	1.0	4.89	.7	84.22	11.9	707.69

Source: Costs Per Pupil: School Year 1968-69, Ohio Department of Education.

Table B-7

Per-Pupil Expenditures for City Districts in Montgomery County

School District	General Control		Instruction		Plant Operation		Plant Maintenance		Attendance		Health		Trans-portation		Fixed Charges		Total Current Expense
	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	Cost	%	
DAYTON	20.54	2.8	525.33	71.6	67.34	9.2	23.98	3.3	3.67	.5	6.45	.9	7.38	1.0	79.15	10.8	733.84
Kettering	17.35	2.7	481.65	73.6	59.41	9.1	9.58	1.5	1.86	.3	1.97	.3	11.33	1.7	71.27	10.9	654.42
Miamisburg	21.00	4.1	364.31	70.3	49.21	9.5	10.44	2.0	1.26	.2	2.55	.5	16.94	3.3	52.60	10.1	518.31
Oakwood	22.98	2.5	676.26	74.5	84.83	9.3	22.34	2.5	--	--	4.32	.5	.18	--	96.45	10.6	907.36
Vandalia-Butler	19.11	3.7	372.59	72.8	40.44	7.9	7.26	1.4	.31	.1	1.91	.4	16.64	3.2	53.81	10.5	512.07
W.Carrollton	26.31	4.4	418.03	70.1	55.55	9.3	11.20	1.9	1.50	.3	2.42	.4	18.42	3.1	62.86	10.5	596.29

Source: Costs Per Pupil: School Year 1968-69, Ohio Department of Education

As was indicated earlier, the Dayton Public Schools have been among the leaders in providing resources for the support of educational programs. To date, Dayton has been most successful in emphasizing the greatest concern for allocating a majority of its resources to the instructional category of the budget. In terms of dollar amounts too, the instructional portion of the budget leads all other major school systems in the state. Analysis of Tables B-6 and B-7 reveal that the division of resources in Dayton has been accomplished in a most equitable manner with top priority going to instruction.

In order to compare Dayton with the national picture in education, the Survey Staff utilized the materials provided in the January, 1970 issue of School Management. Tables B-8 and B-9 are provided to give some insight as to the experience of Dayton in comparison to the national average, the top one-fourth and the top one-tenth. Great care must be exercised in interpreting these data. First, national averages are greatly skewed because of marginal educational systems located in certain areas of the country. Secondly, regional differences in climate, in buildings, and in services also tend to distort such figures. Perhaps the best indicator of careful organization and control is the analysis of the per cent of total budget allocated to each budget category. Dayton, as is indicated in Tables B-8 and B-9, compares very favorably with the national experience. Fixed charges are somewhat higher than desirable, but this budget category is not one that can be completely controlled locally for utility rates, insurance costs, etc. are not determined by the school board. The fact that maintenance and operations expenditures are at an acceptable level indicates that the Dayton Public Schools have had on-going programs for the performance of routine preventative maintenance tasks.

Table B-8

Cost of Education Index

	Dayton		National Average		High Quarter		Top Tenth	
	Cost	%	Cost	%	Cost	%	Cost	%
Administration	20.54	2.8	22.61	3.9	20.65	2.9	26.29	3.3
Instruction	525.33	72.3	449.23	77.2	535.10	76.4	591.98	73.2
Health	6.45	.9	3.66	.6	5.68	.8	9.11	1.1
Operation	67.34	9.3	50.91	8.7	65.69	9.4	71.44	8.8
Maintenance	23.98	3.3	17.19	3.0	25.69	3.7	33.08	4.2
Fixed Charges	79.15	10.9	36.42	6.3	43.98	6.3	69.71	8.6
Other Services	3.67	.5	1.59	.3	3.17	.5	6.16	.8
Net Expenditures	726.46	100.0	581.61	100.0	699.96	100,0	807.77	100.0
Transportation	7.38		25.27		17.12		24.86	
Capital Outlay	47.07		12.95		27.24		58.76	
Debt Service	39.40		54.17		82.47		119.39	
Total Expenditures	820.31		673.80		826.79		1,010.78	

Table B-9

Cost of Education Index
Salaries

	Dayton		National Average		Upper One Fourth		Upper One Tenth	
	Cost	%	Cost	%	Cost	%	Cost	%
Administration	17.42	3.1	15.24	3.1	16.88	2.9	24.03	3.6
Instruction	475.23	86.5	422.09	86.4	499.58	85.6	566.54	84.0
Health	4.06	.8	3.21	.7	5.03	.9	8.06	1.2
Operation	41.78	7.6	37.69	7.7	42.37	7.3	48.61	7.3
Maintenance	6.67	1.3	6.45	1.3	13.84	2.4	18.07	2.7
Fixed Charges								
Other Services	3.67	.7	3.66	.8	5.68	.9	9.11	1.4
Net Expenditures	548.83		488.34		583.38		674.42	

One would predict a higher portion of the budget going to these categories because of the age of the school plant. Indeed, in many of our urban centers maintenance and operations expenditures are much higher.

Table B-9 presents a cost of education picture for salaries in the various categories. Again, Dayton compares favorably with the national picture. Table B-10 compares Dayton with the nine largest Ohio districts and once again Dayton is in a desirable position.

As added pressures are brought to increase allocations for the various budget categories, the alternatives for doing so are really very limited. The first and only desirable alternative is to gather increased resources, hopefully from state and federal sources. Local tax raising efforts must also be attempted although the successes in this arena are declining sharply. The only other alternative is to make cuts in budget expenditures by curtailing educational program. This places the board of education and school administration in the hopeless position of cutting an already inadequate program. The inflationary spiral, coupled with demands for increased program opportunities and needed salary adjustments make the financial perspective of urban schools extremely cloudy at the present time. Hopefully there will be, indeed there must be, a dramatic breakthrough in this area in the very near future.

Resource Potential for Facilities

When analyzed in terms of total wealth of the school district and when existing debt is considered, the Dayton Public Schools are in a very favorable position as far as availability of resources for facility expansion and improvement. However, as Table B-11 indicates, the most recent attempt to

Table B-10

Comparison of Per-Pupil Salary Expenditures by Category for the Nine Largest Ohio School Systems for 1968-69

School District	General Control	%	Instruction	%	Plant Operation	%	Plant Maint.	%	Attendance	%	Health	%	Transport.	%	Total Current Expense	%
Akron	10.60	2.3	390.38	85.4	35.60	7.8	15.73	3.4	2.28	.5	.54	.1	2.08	.5	457.21	75.8
Canton	13.12	2.5	450.90	87.1	42.23	8.2	5.44	1.1	1.37	.3	3.39	.7	.94	.2	517.39	77.0
Cleveland	30.25	5.3	441.93	77.7	61.30	10.8	24.41	4.3	3.62	.6	6.22	1.1	.73	.1	568.46	74.8
Cincinnati	21.20	4.0	436.28	83.2	46.52	8.9	10.12	1.9	7.25	1.4	2.63	.5	.28	.1	524.28	74.9
Columbus	9.37	2.1	378.21	85.4	39.12	8.8	5.79	1.3	3.84	.9	3.42	.8	3.03	.7	442.78	75.1
DAYTON	17.42	3.2	475.23	86.6	41.78	7.6	6.67	1.2	3.67	.7	4.06	.7	--	--	548.83	74.7
Parma	20.83	4.0	442.94	85.5	27.45	5.3	9.34	1.8	3.43	.7	1.22	.2	13.03	2.5	518.24	78.5
Toledo	16.08	3.3	398.76	82.6	50.05	10.4	8.77	1.8	3.09	.6	.11	--	5.92	1.2	482.78	76.2
Youngstown	14.50	2.6	464.19	83.1	50.04	9.0	14.37	2.6	3.36	.6	6.80	1.2	5.32	1.0	558.58	78.9

Source: Costs Per Pupil: School Year 1968-69, Ohio Department of Education

Table B-11

Dayton Public Schools
Disposition of School Levies and Bond Issues Submitted Since 1950

Year Submitted	Operating Mills	Term	Bond Amount	Purpose	Percent Voting for	Carried Yes or No
1951	5.4	5 year		Operation	61.9	Yes
1951			12,000,000	Buildings	62	Yes
1953	6.5	5 year		Operation	72.8	Yes
1955			20,000,000	Building	61	Yes
1956	7.92	5 year		Operation	62.6	Yes
1958	6.5	5 year		Operation	73	Yes
1961	10.1	5 year		Operation	55.4	Yes
1963	6.0	5 year		Operation	66.6	Yes
1964	3.0	4 year		Operation	55.9	Yes
1964			15,300,000	Building	57.8	Yes
1966	13.6	5 year		Operation	51.3	Yes
1967			20,000,000	Building	43.8	No
1968	9.0	Cont.		Operation	71.0	Yes
1969	7.5	Cont.		Operation	40	No
1970	10.5	Cont.		Operation	46	No

Source: Dayton Public School Staff

garner electorate approval for a major bond issue was rejected quite convincingly. As Table B-11 shows, the history of voter support was very fine until the late stages of the past decade when, as has happened throughout the country, the effects of inflation, increased taxes, social turmoil, and general change have caused an erosion of support for school issues.

As is shown in Table B-11, the Dayton Public Schools were permitted the expenditure of $47,300,000 during the 1960's. Wise use of these funds is attested to by the number of fine new facilities and additions that dot the city. Because of the rapid increase in student population during the 1960's high priority had to be in the area of additional facilities although many renovation projects were also completed. It is a tribute to the sophistication and planning skill of the Board of Education and administration that so much was accomplished. Perhaps an even better testimonial to the aptitude of the school system is the fact that in spite of the amount of funds generated for capital expansion, the tax rate for debt retirement has remained relatively constant over the years fluctuating between 2.12 mills and 3.12 mills. However, this very strength in the short range can cause long-range discomfort. Spreading debt service payments over a 15 to 20 year period does enable a lower, more constant tax levy and if no additional expenditures are needed this is a wise and prudent course. It's only when the backlog of needs mandates more expenditures during the period of existing debt service payments that sharp variations in tax levies appear and cause mostly negative electorate reaction.

Table B-12 indicates the bond and interest requirements for 1970. As of January 1, 1970 the total bonded indebtedness of the Dayton Public Schools

Table B-12

Dayton Public Schools Bond and Interest Requirements 1970

Outside 10M. Limitation	Date of Issue	Date Due	Serial or Terms	Interest Rate	Amount Outstanding	Amount Required for Bonds	Amount Required for Interest	Total Required
School Building	6-1-47	1970-72	S	1 3/4%	240,000.00	80,000.00	4,200.00	84,200.00
School Building Improvement								
Series A	3-1-52	1970-77	S	2 %	1,760,000.00	220,000.00	35,200.00	255,200.00
Series B	4-1-53	1970-78	S	2 1/2%	2,340,000.00	260,000.00	58,500.00	318,500.00
School Building & Site Improvement								
Series A	8-1-55	1970-80	S	2 1/2%	5,280,000.00	480,000.00	132,000.00	612,000.00
Series B	11-1-57	1970-78	S	3 1/4%	3,600,000.00	400,000.00	113,750.00	513,750.00
School Building & Construction	3-1-65	1970-85	S	3 %	12,240,000.00	765,000.00	361,500.00	1,126,500.00
Mad River Township Annexation								
1947	2-19-53	1970-71			1,918.00	959.00	43.16	1,002.16
1950	2-19-53	1970-71			12,467.00	2,493.40	249.34	2,742.74
Beaver Creek School District Annexation					20,119.00	1,911.60	714.70	2,626.30
(8 issues - last maturity 1983) (Interest rates 1 3/4% - 4%)								
GRAND TOTAL					25,494,504.00	2,210,364.00	706,157.20	2,916,521.20

Source: Dayton School Staff

was $25,494,504. On January 1, 1971 this total will be reduced to $23,284,140. Computation of a debt to valuation ratio indicates that Dayton will have a ratio of 2.185 on January 1, 1971. This means that the total debt outstanding is 2.185 per cent of the present valuation, a very favorable figure to investors in school bonds. In Ohio, this ratio is limited to a maximum of 9 per cent while in adjoining states it is not unusual for school systems to go as high as 15 per cent. Applying the 9 per cent figure to the total assessed valuation of Dayton (Table B-1) realizes a total bonding maximum potential of $98,159,940 on January 1, 1971. Deducting projected January 1, 1971 debt of $23,284,140 from the maximum provides a maximum available of $74,875,800. This does not take into consideration any increase in assessed valuation that undoubtedly will occur.

The foregoing re-emphasizes the fact that in terms of resource base from which to draw, Dayton is in a very favorable position. There is no question that, given approval by the electorate, Dayton can resolve all of its most pressing facility problems. This is in sharp contrast to many Ohio school systems who are at or very close to the 9 per cent debt limitation.

The harder decision for Dayton will be to concern itself with the three alternatives available to the school system.

These alternatives have strengths and weaknesses which must be considered. Briefly stated the alternatives are:

1. A total bond package to provide all anticipated facility needs. The strength of this alternative is that it enables many facility needs to be met concurrently with little or no delay in realizing funds with which to pay for new construction and rehabilitation. Another strength is that in a period of rising costs, the needs can be met at a more reasonable price. Among the most obvious

weaknesses are the rising interest costs incurred and the difficulty in predicting what educational needs will be in one or two decades.

2. A second alternative would be to adopt a pay as you build program. The strength in this approach is the great savings in interest charges and the capacity to change plans as new variables are identified and resolved. It is much easier to anticipate short-term needs than to predict over the long-term. Some disadvantages in this approach include the fact that not all needs can be immediately met because of implications for tax levies on any given year. In addition, during a period of rising costs, any great delay in commencing capital improvements could be reflected in tremendous increases in expenditures.
3. A third alternative would be to combine the first two by spreading large expenditures, i.e., major secondary facilities, etc. over a long period of time through the vehicle of bond issues and by providing a limited amount of funds to handle renovations and the building of smaller units. For example, based upon present valuation of Dayton, a one mill building levy would engender approximately $1,090,000 annually for use in this way.

The Survey Staff presently is inclined toward the third alternative based on data collected which indicates:

1. Enrollments are decreasing and will not reverse for at least 5 years.
2. While buildings may be poorly located for existing residential patterns, the total need for space will not be overwhelming.

3. Rehabilitation, renovation, and replacement must have immediate and high priority.
4. Many tangential variables, i.e., the role of federal and state in assisting the urban centers, the changing demography of the city, national priorities in resource allocation, etc. must be resolved in the coming decade.

In summation, the capacity of the Dayton Public School system to provide adequate physical facilities and material for the conduct of viable programs of education is very high. Dayton, as a major urban center, has experienced the same traumas and upheavals as most urban centers without experiencing the severe resource depletion that often occurs. Therefore, it is possible, indeed probable, that the Dayton Public School system will continue its role as a leader and a model for the state and nation.

VI. Existing School Plant

Effective analysis of school plant needs considers the utilization of the present school buildings and their possible future use. There are many factors which determine the effectiveness of school buildings. It is of primary importance to consider how well the existing facilities accommodate the desired program of the district. The quality of the existing structure and health and safety features are also important factors. Consideration must also be given to the extent and cost of remodeling which may be necessary to make the structures educationally functional. Finally, locations of the present buildings must be considered in determining their future use.

In order to analyze the present facilities, members of the Survey Staff visited and evaluated each building. Criteria for evaluation were based on requirements established by the various elements of the desired program and the best available information related to school facilities. This section of the report contains information gathered from the visit to the buildings and subsequent analysis and treatment of the data.

The organization of this section includes a presentation of general information which is related to all buildings, information related specifically to elementary school buildings and, finally, information specifically related to secondary school centers. Individual schools will be evaluated and this portion of the report will be included in a separate appendix. The recommendations for improvement of each educational facility relative to making that facility responsive to the desired educational program will also be included in the appendix.

General Information

Fifty-eight elementary school buildings and 11 secondary buildings constitute the total number of plants utilized for instructional purposes for children ranging from pre-school through high school ages. The board of education also owns three additional structures which are used for practical nursing, apprentice training and for the creative arts. Basic information concerning these buildings is presented in Tables C-1, C-2, and C-3. Examination of this table discloses the following:

. The average age of the Dayton schools is 40.1 years.

. The ages of the original structures range from 3 to 95 years.

. Twenty-four buildings have been constructed in the last 20 years, 5 high schools and 19 elementary schools.

. The most recently constructed school, Jefferson Primary, was built in 1967.

. Fifty-eight buildings have had additions at some time, eight high schools and fifty elementary schools.

. Fifty-three buildings are located on sites of less than 10 acres, seven of these are high schools and 46 are elementary schools.

. Twenty-nine buildings have less than five acres comprising the total site, one high school and 28 elementary schools.

. The largest school site in the district is located on the near southwest side at the Dunbar High School. This site is 54.99 acres in size.

. Thirteen schools were constructed before 1900, all are elementary buildings.

. Twenty-six buildings were constructed between 1900 and 1935. Six of these are high schools and 20 are elementary schools.

Table C-1

Basic Data Pertaining to Present School Buildings of the Dayton School System
Administrative Unit #1

Building	Groups* housed	Date of original construction	Date of additions	Age of original construction	1969-70 enrollment	Size of site (acres)
Belmont	K-8*	1894	1926	76	637	6.52
Belmont High School	9-12	1956	1960, 1966	14	1,925	15.33
Cleveland	K-8	1917	1921,1926, 1956, 1967	53	1,298	4.97
Dunbar High School	9-12*	1962	---	8	1,378	54.99
Eastmont	K-8	1955	1958,1967	15	742	14.64
Emerson	K-8*	1923	---	47	920	3.72
Grant	K-8	1936	1949, 1952, 1955	34	701	4.50
Highview	K-8*	1951	1953, 1954	19	766	8.52
Huffman	K-8*	1875	1922, 1964, 1967	95	991	2.51
Irving	K-8*	1922	1926, 1954, 1958	48	682	3.18
Kennedy	Spec.				181	Same as Patterson
Lewton	K-8*	1921	1952, 1954, 1958	49	541	10.19
Lincoln	K-8*	1927	1957, 1964	43	1,023	5.02
Horace Mann	K-8	1954	1957	16	368	11.22
Miami Chapel	4-8*	1953	1954	17	719	19.4**
Louise Troy	K-3	1957	1958,1966	13	601	19.4
Patterson	K-8	1890	1922, 1954	80	594	3.27
Patterson Coop. High School	9-12	1954(Annex-1967, 1919)		16	1,636	1.73
Ruskin	K-8*	1883	1930, 1955, 1966	87	902	2.03
Stivers High School	9-12	1908	1936, 1964, 1966	62	939	7.7
Whittier	K-8	1917	1953, 1955, 1956	53	703	4.58
Wogaman	K-8*	1926	1955	44	961	10.15

* Special education classes,
✓ 3 transportable buildings.

Source: Administrative Staff, Dayton Public Schools.

Table C-2

Basic Data Pertaining to Present School Buildings of the Dayton School System
Administrative Unit #2

Building	Groups* housed	Date of original construction	Date of additions	Age of original construction	1969-70 enrollment	Size of site (acres)
Addams	K-8*	1936	1949,1954	34	598	5.86
Belle Haven	K-8	1954	1957, 1958, 1964	16	1,071	9.95
Carlson	K-8	1958	1967	12	615	17.49
Cornell Heights	K-8*	1952	1953, 1955, 1969	18	885	5.89
Drexel	K-8*	1913	1928, 1948, 1954, 1956	57	655	3.44
Fairport	K-8	1953	1958	17	864	9.58
Fairview	K,4-8*	1926	1950,1955, 1966	44	813	3.57
Fairview High School	9-12	1930	1954, 1967	40	1,333	8.16
Ft. McKinley	K-8	1924	1947, 1955	46	460	2.66
Gardendale	K-8	1957	----	13	242	18.43
Gettysburg	K-8	1948	1950, 1952	22	632	13.06
Hickorydale	K-8*	1957	1958	13	518	12.07
Loos	K-8*	1936	1949, 1954, 1967	34	721	6.41
McNary	NonGrad.*	1964	----	6	480	1.37
Meadowdale	K-8*	1957	1962, 1966	13	649	48.08*
Meadowdale High School	9-12	1960	1967	10	1,692	48.08
Residence Park	3-7	1949	1954, 1955, 1966	21	745	9.78*
Residence Park Primary	K-2	1966	----	4	386	9.78
Roth High School	8-12*	1959	----	11	1,238	28.57
Shiloh	K-8	1926	1930, 1953, 1960, 1969	44	654	4.12
Valerie	K-8*	1966	----	4	469	13.80
Westwood	K-7*	1924	1950, 1954, 1957, 1960	46	1,461	3.17

* Special education classes.

✓3 transportable buildings.

Source: Administrative Staff, Dayton Public Schools

Table C-3

Basic Data Pertaining to Present School Buildings of the Dayton School System
Administrative Unit #3

Building	Groups* housed	Date of original construction	Date of additions	Age of original construction	1969-70 enrollment	Size of site (acres)
Allen	K-8	1899	1961,1969	71	673	2.01
Brown	K-8	1916	1950, 1953, 1958	54	1,125	7.08
Edison	K-4*	1892	1926, 1954, 1958, 1967	78	474	2.90
Franklin	K-8*	1890	1925, 1961, 1967	80	843	2.17
Gorman	Spec.	1923	1935, 1949, 1958	47	106	2.10
Greene	K-8*	1929	1953, 1957	41	515	2.03
Hawthorne	K-8	1887	1909	83	248	0.80
Jackson	4-8	1921	1953	49	806	13.07
Jackson Primary	K-3	1960	1963	10	617	13.07
Jefferson	3-6*	1915	1953, 1955	55	865	8.39
Jefferson Primary	K-3	1967	----	3	668	8.39
Kemp	K-8*	1921	1951, 1954, 1957	49	633	3.58
Kiser High School	9-12*	1925	1934, 1967	45	640	9.5
Longfellow	K-8*	1880	1906, 1926,1957,1961,1967	90	977	2.21
McGuffey	K-8	1930	1950, 1952, 1957	40	819	6.11
MacFarlane	K-8*	1931	1954, 1968, 1969	39	1,061	5.04
Roosevelt High School	9-12*	1922	----	48	1,551	5.21
Shoup Mill	K-8	1958	----	12	326	13.28
Van Cleve	K-8*	1892	1926,1962	78	801	2.13
Washington	K-8*	1898	1926,1969	72	654	2.29
Weaver	K-8*	1898	1950,1954,1955,1961,1969	72	1,030	2.58
Webster	K-8*	1891	1930,1968	79	520	1.88
White High School	9-12*	1927	1957,1967	43	1,688	5.92
Orville Wright	K-8	1952	1955,1966	18	760	2.92
W. Wright High School	9-12*	1926	1953,1964,1966	44	1,216	9.69

*Special education classes.

3 transportable buildings.

Source: Administrative Staff, Dayton Public Schools.

- Forty-five schools house students in kindergarten through grade 8. One school houses pupils in kindergarten through grade 4. Three schools house students from kindergarten through grade 3. Three schools house kindergarten and grades 4 through 8. One school houses physically and neurologically handicapped children of all ages. Three schools house students from kindergarten through grade 3. One school houses all deaf children. One school houses students from grades 3 through 7. One school houses students from kindergarten through grade 7. One school houses primary age blind children. Ten schools house students from grades 9 through 12. One school houses students from grades 9 through 12.

In addition to the information included in Tables C-1, C-2, and C-3 the following information concerning the Dayton Public Schools is known:

- The buildings vary in architectural design.
- The enrollment in the elementary schools range from a low of 248 through a high of 1,461.
- The enrollment in the 11 high schools ranges from a low of 640 pupils to a high of 1,926 pupils.
- The smallest elementary building contains only 13 educational spaces.
- The largest elementary building contains 53 educational spaces.
- The quality of teacher rest and work spaces ranges from very poor to excellent.
- Five elementary schools are using transportable classrooms for instructional or services purposes.
- The administrative suites in the schools range from totally inadequate to excellent.

- Space for outdoor physical education instruction is very limited due to the small sites provided for the majority of schools.
- The school district has almost completed the conversion of all heating plants from coal to natural gas.
- A sizeable number of schools are presently using the private two-way inter-communications system, while other schools are still using the older, less effective public two-way system.

Facilities Housing Elementary School Pupils

There are 58 school buildings in the district which are currently being used to house the elementary program. The ages of these schools range from 3 years to 95 years. The effectiveness of program implementation has been directly affected by the quality of the facilities in which the program is initiated. The overall evaluation of the elementary school facilities made after visitation to each of these schools ranges between poor and excellent. The age of the school has a great deal to do with the rating received. The Survey Team found that it was much more difficult to implement the present program in an older structure than to do so in a newer structure. The rating of poor to excellent can be given in any number of schools due to the fact that past policy in Dayton has been to add on to an older structure in an effort to compensate for increased enrollment in a given school attendance area. Consequently an elementary school in the Dayton district may have an age range of three years to over 95 years as in the case of the Huffman Elementary School. The recent addition to this building would most certainly receive an excellent rating. However, the original structure is rated by the Survey Staff as minimal to poor based on the facilities provided for teacher use and the expectation that they must be as effective in implementing program as those teacher assigned to the recent addition. This type of situation is evident in a sizeable number of schools in the Dayton district.

The Survey Staff was greatly impressed by the quality of care provided by the Dayton school district in maintaining its buildings. Those individuals responsible for maintenance are to be commended for their efforts. As noted earlier, the district is in the process of changing the heating plants from coal to gas. The Survey Staff also noted that the school district is near the completion of a new window program for all schools. The degree of maintenance for all buildings has been such that the Survey Staff finds it difficult to state that the oldest buildings must be phased out because of age and deterioration. The Survey Staff can say that a number of these buildings, although well maintained, are educationally inadequate to meet student needs outlined by the professional staff and community.

Tables C-4, C-5, and C-6, indicate the number of instructional spaces available in Administrative Units 1, 2, and 3 respectively. These tables indicate the number of academic classrooms--kindergarten, special education, and special activity rooms available at each school. The same tables indicate the rated capacity of each school along with the present enrollment. The rated capacity of each school is determined by multiplying the number of academic classrooms by the pupil-teacher ratio of 28-1. A comparison of the rated capacity with the present enrollment indicates the percentage of utilization of that particular building in comparison to the total number of students that could be housed. Some schools are overcrowded while others are not.

Table C - 4

Rated Capacity and Per Cent of Utilization of All Elementary Schools in Administrative Unit #1, Based on Present Program

Building	Class-rooms	Kinder-garten	Special Education	Special Activity Rooms	Rated Capacity	Present Enrollment	Per Cent of Rated Capacity
Belmont	21	2	0	9	700	637	91
Cleveland	35	3	1	9	1,163	1,298	112
Eastmont	28	2	0	9	896	742	83
Emerson	30	2	3	10	997	920	92
Grant	23	2	0	11*	756	701	93
Highview	21	2	1	11	715	766	107
Huffman	30	2	2	9	982	991	101
Irving	30	2	2	8	982	682	69
Kennedy	5	1					
Lewton	15	1	1	6	491	541	110
Lincoln	32	2	1	5	967	1,023	106
Mann	15	1	0	5	476	368	77
Miami Chapel	25	0	3	9	745	719	97
Patterson	21	1	0	6	704	594	84
Ruskin	29	2	2	6	954	902	95
Troy	19	3	0	4	700	601	86
Whittier	27	2	0	5	868	703	81
Wogaman	31	2	1	5	1,003	961	96
Total	432	32	17	127			

* 3 rooms used by blind students.

Source: School Staff, Dayton Public Schools. Calculations by the Survey Staff.

Table C-5

Rated Capacity and Per Cent of Utilization of All Elementary Schools in Administrative Unit #2, Based on Present Program

Building	Class-rooms	Kinder-garten	Special education	Special activity rooms	Rated capacity	Present enrollment	Per Cent of rated capacity
Addams	2	1	1	9	687	598	87
Belle Haven	37	2	0	7	1,092	1,071	98
Carlson	24	1	0	5	728	615	84
Cornell Heights	24	2	1	6	799	885	107
Drexel	21	2	1	9	715	655	92
Fairport	25	2	0	6	812	864	106
Fairview	25	2	1	5	827	813	98
Ft. McKinley	14	1	0	5	448	460	103
Gardendale	10	1	0	6	336	242	72
Gettysburg	21	1	0	7	644	632	98
Hickorydale	16	1	1	7	519	518	100
Loos	24	1	1	6	743	721	97
McNary	16	2	1	2	519	480	92
Meadowdale	26	1	0	10	784	649	83
Residence Park	26	0	2	8	728	745	102
Residence Park Prim.	11	3	0	3	476	386	81
Shiloh	20	1	0	6	616	654	106
Shoup Mill	13	1	0	4	420	326	78
Valerie	15	1	1	6	491	469	95
Westwood	41	3	2	7	1,316	1,461	111
TOTAL	418	28	12	120			

Source: School Staff, Dayton Public Schools.
Calculations by the Survey Staff.

Table C-6

Rated Capacity and Per Cent of Utilization of
All Elementary Schools in Administrative Unit #3, Based on Present Program

Building	Class-rooms	Kinder-garten	Special education	Special activity rooms	Rated capacity	Present enrollment	Per Cent of rated capacity
Allen	27	2	0	2	868	673	76
Brown	33	2	0	6	1,036	1,125	109
Edison*	16	1	2	2	534	474	89
Franklin	29	2	2	7	954	843	88
Gorman							
Green	19	1	1	5	603	515	85
Hawthorne	9	1	0	3	308	248	80
Jackson	29	0	2	8	812	806	99
Jackson Primary	21	3	0	6	756	617	82
Jefferson	31	0	1	8	883	865	98
Jefferson Primary	18	1	0	1	560	668	119
Kemp	21	1	1	5	659	633	96
Longfellow	32	2	1	7	1,383	1,023	74
McGuffey	29	2	0	6	924	819	89
MacFarlane	35	2	3	8	1,138	1,061	93
Van Cleve	22	2	1	3	743	801	108
Washington	20	1	1	5	631	654	104
Weaver	37	2	2	6	1,178	1,030	87
Webster	20	1	1	6	631	520	82
Wright	26	2	0	5	840	760	90
TOTAL	487	29	18	102			

*New addition being built.
Source: School Staff, Dayton Public Schools. Calculations by the Survey Staff.

Many of the elementary schools do not provide for the minimum desired educational program as described by the professional staff. The minimum desirable program would have the following activities in each elementary school: a separate industrial arts or careers orientation laboratory; a separate home economics laboratory; an instructional materials learning center of not less than 1,200 square feet; a vocal music facility; an adequate art facility with sink, ample storage space, and space which would facilitate the use of tables; pre-school education facilities in those attendance areas where needed; and an adequate instrumental music facility.

Tables C-7, C-8, and C-9 represent a modification of present facilities in each elementary school to provide the minimal desired educational program in each Administrative Unit. These tables reveal that spaces previously used for academic purposes have been reassigned to the provision of space for special activities that were not previously available. The resultant loss of academic space also changed the rated capacity of each school, thus changing the per cent of space utilization as it relates to the new pupil enrollment. Tables C-10, C-11, and C-12 indicate the special activity facilities available in each elementary school in the district. These tables indicate that the number of activities offered in the elementary schools cover a wide range from two spaces at McNary to 11 at Highview.

The quality of facilities in the school building housing elementary pupils is shown in Table C-13, C-14, and C-15. Ratings in these tables were made after careful analysis of the present structures based on requirements established by the various elements of the desired program and the best available information. Classroom features considered in the evaluation include activity

Table C - 7

Rated Capacity and Per Cent of Utilization of the Desired Program in all Elementary Schools in Administrative Unit #1

Building	Class-rooms	Kinder-garten	Special Education	Special Activity Rooms	Rated Capacity	Present Enrollment	Per Cent of Utilization
Belmont	21	2	0	9	700	637	91
Cleveland	33	3	1	11	1,105	1,298	117
Eastmont	28	2	0	9	896	742	83
Emerson	30	2	3	10	969	920	95
Grant	23	2	0	11	756	701	93
Highview	19	2	1	13	657	766	117
Huffman	29	2	2	10	954	991	104
Irving	28	2	2	10	924	682	74
Kennedy							
Lewton	13	1	1	8	433	541	124
Lincoln	30	2	1	7	909	1,023	113
Mann	13	1	0	8	418	368	88
Miami Chapel	23	0	3	11	687	719	105
Patterson	19	1	0	8	646	594	92
Ruskin	28	2	2	7	896	902	101
Troy	18	3	0	5	673	601	89
Whittier	25	2	0	7	810	703	87
Wogaman	29	2	1	7	947	961	101
Total	409	32	17	151			

Source: School Staff, Dayton Public Schools
Calculations by the Survey Staff

Table C - 8

Rated Capacity and Per Cent of Utilization of the Desired Program in All Elementary Schools in Administrative Unit #2

Building	Class-rooms	Kinder-garten	Special Education	Special Activity Rooms	Rated Capacity	Present Enrollment	Per Cent of Utilization
Addams	20	1	1	11	631	598	95
Belle Haven	36	2	0	8	1,064	1,071	101
Carlson	23	1	0	6	700	615	88
Cornell Heights	23	2	1	7	771	885	115
Drexel	20	2	1	10	687	655	95
Fairport	24	2	0	7	784	864	110
Fairview	21	2	1	9	743	813	109
Ft. McKinley	12	1	0	7	392	460	117
Gardendale	9	1	0	7	280	242	86
Gettysburg	20	1	0	8	616	632	103
Hickorydale	15	1	1	8	491	518	105
Loos	23	1	1	7	715	721	101
McNary	14	2	1	4	448	480	107
Meadowdale	26	1	0	10	784	649	83
Residence Park	25	0	2	9	700	745	106
Residence Park Prim.	10	3	0	4	448	386	86
Shiloh	19	1	0	7	588	654	111
Valerie	14	1	1	7	463	469	101
Westwood	40	3	2	8	1,288	1,461	113
Total	394	28	12	134			

Source: School Staff, Dayton Public Schools
Calculations by the Survey Staff

Table C - 9

Rated Capacity and Percentage of Utilization of the Desired Program in all Elementary Schools in Administrative Unit #3

Building	Class-rooms	Kinder-garten	Special Education	Special Activity Rooms	Rated Capacity	Present Enrollment	Per Cent of Utilization
Allen	22	2	0	7	728	673	92
Brown	32	2	0	7	1,008	1,125	111
Edison*	14	1	2	4	478	474	99
Franklin	28	2	2	8	926	843	91
Gorman							
Green	17	1	1	7	547	515	94
Hawthorne	5	1	0	7	196	248	126
Jackson	29	0	2	8	812	806	99
Jackson Primary	20	3	0	7	728	617	85
Jefferson	31	0	1	8	883	865	98
Jefferson Primary	16	1	0	3	504	668	133
Kemp	18	1	1	8	575	633	110
Longfellow	30	2	1	9	1,327	1,023	77
McGuffey	26	2	0	9	840	819	97
MacFarlane	35	2	3	8	1,138	1,061	93
Shoup Mill	10	1	0	7	336	326	97
Vancleve	18	2	1	7	631	801	127
Washington	18	1	1	8	590	654	111
Weaver	36	2	2	8	1,150	1,030	89
Webster	18	1	1	8	575	520	90
Orville Wright	22	2	0	9	728	760	104
Total	445	29	18	147			

*New addition being built.

Table C-10

Summary of Facilities Available in Each Elementary School in the Dayton System - Administrative Unit #1

	Number of Facilities by Type																						
Building	Industrial Arts	Gymnasium	Gymnastics	Auditorium	TV Room	Preschool Educ.	Art	Vocal Music	Instrumental Music	Home Economics	Practical Arts	Learning Center	Library	Multipurpose	Food Service	Dining Room	Body Management	Science	Study Center	Breakfast Program	Swim pool	Reading Resource	Total
Belmont		1		1			1	2		1		1	1				1						9
Cleveland	1				1		2	2	1	1				1									9
Eastmont					1		1	1	1		1	2		1					1				9
Emerson	1	1		1			1½	1½		1			1		1		1						10
Grant	1				1		1	1		1		1		1		1							8
Highview					1	1	1	1	1		1		1	1			1	1			1		11
Huffman		1			1	1	2	2			1	1											9
Irving	1	1		1		2		1		1			1							1			9
Kennedy																							
Lewton							1	1	1		1	1			1								6
Lincoln		1			1		1				1	1											5
Mann					1		1	1	1		1			1									6
Miami Chapel	1						2	1	1	1		1		1									8
Patterson	1						1	1		1				1			1						6
Ruskin						1	1	1			1	1		1									6
Troy													1	1			1					1	4
Whittier						1	1				1	1		1									5
Wogaman		1						1			1		1						1				5
Total	6	6		3	7	6	17½	17½	6	7	9	10	6	10	2	1	5	1	2	1	1	1	125

Source: Dayton School Staff.

Table C-11

Summary of Facilities Available in Each
Elementary School in the Dayton System - Administrative Unit 2

Building	Industrial Arts	Gymnasium	Gymnastics	Auditorium	TV Room	Preschool Educ.	Art	Vocal Music	Instrumental Music	Home Economics	Practical Arts	Learning Center	Library	Multipurpose	Food Service	Dining Room	Body Management	Science	Study Center	Breakfast Program	Total
Addams	1				1	1	1	1	1	1				1			1				9
Belle Haven		1	1					1	1	1	1		1								7
Carlson							1	1			1	1		1							5
Cornell Heights							1	1			1			1			1	1			6
Drexel					1		1	1	1		1	1		1	1		1				9
Fairport							1	1	½		1	1		1				½			6
Fairview		1		1			1	1			1										5
Ft. McKinley							1	1			1		1	1							5
Gardendale					1	1		1			1		1	1							6
Gettysburg	1				½		1	1	½	1		1		1							7
Hickorydale					1		1	1			1	1		1			1				7
Loos					1		1	1			1	1		1							6
McNary												1		1							2
Meadowdale			1				1½	1½	2		2	1		1							10
Residence Park			1				1½	1½	1		1	1		1							8
Residence Park Primary													1	1			1				3
Shiloh							1½	½	1		1	1		1							6
Valerie		1					1	1			1		1	1							6
Westwood			1				2			1	1		1	1							7
Total	2	3	4	1	5½	2	17½	16½	8	4	16	10	6	17	1		5	1½			120

Source: School Staff, Dayton Public Schools.

Table C-12

Summary of Facilities Available in Each Elementary School in the Dayton System - Administrative Unit 3

Building	Industrial Arts	Gymnasium	Gymnastics	Auditorium	TV Room	Preschool Educ.	Art	Vocal Music	Instrumental Music	Home Economics	Practical Arts	Learning Center	Library	Multipurpose	Food Service	Dining Room	Body Management	Science	Study Center	Breakfast Program	Total
	Number of Facilities by Type																				
Allen		1									1										2
Brown		1	1				1	1			1	1									6
Edison*												1		1							2
Franklin							1	1	1		1	1		1						1	7
Gorman																					
Green		1		1			1	1				1									5
Hawthorne	1	1							½	½											3
Jackson	1	1					2	2		1		1									8
Jackson Prim.						2		1					1	1			1				6
Jefferson			1				1	2		1	1	1		1							8
Jefferson Prim.												1									1
Kemp							1	1	1		1			1							5
Longfellow		1	1	1			1	1		1		1									7
McGuffy						1	1	1	½		1			1						½	6
MacFarlane		1		1			1	1		1	1	1	1								8
Shoup Mill							½	½			1		1	1							4
Van Cleve								1			1			1							3
Washington	1	1					1	1				1									5
Weaver		1					1	1			1	1		1							6
Webster							1	1	1		1	1		1			1				7
Wright							1	1			1			1				1			5
Total	3	9	3	3		3	14½	17½	4	4½	12	12	3	11			2	1		1½	104

* New addition under construction

Source: School Staff, Dayton Public Schools

Table C-13

Quality of Facilities in Dayton School Buildings Serving Elementary School Pupils in Administrative Unit 1

Building	Kindergarten	Regular Classrooms	Learning Centers	Physical Education	Art Classrooms	Vocal Music	Instrumental Music	Industrial Arts	Home Economics	Administrative Unit	Conference Room	Health Service	Food Service	Staff Facilities	Site Size
Belmont	A	A-P	A	M	M-P	M	P	G	A	M-P	O	M	-	M	P
Cleveland	A	G-M	M	G	M	A	A	M	M	G	A	A	A	A	P
Eastmont	A	A	G	A	A	A	A-M	P	P	A	A	A	-	A	P
Emerson	M	A-M	M	A	A	A	M	G	A	A	A	A	M	A	P
Grant	A	A	A	A	M	A-M	A-M	A	A	A	M	A	A	A	P
Highview	A-G	A	M	A	A	A	A	M	M	A	M	A	A	A	A
Huffman	A-M	A	M	M-P	A	O	O	M	M	G	A	A	O	G	P
Irving	A-M	A-M	M	P	A	A-M	A-M	A-M	P	M	P	M	P	M	P
Kennedy*	G	G	-	-	-	-	-	-	-	-	-	-	A	-	-
Lewton	A	A-M	P	A	M	A-M	M	P	P	M	M	M	M	M	M
Lincoln	M-P	A	A	A	G	A	P	P	P	P	P	P	A	A	P
Mann	A-M	A	A	A	A-M	A-M	M	P	P	A	A	A	M	A	P
Miami Chapel	-	A	M	A-M	M	A	M	A-M	A	M	O	P	-	M	M
Patterson	A-M	A-P	A	A	A	A	M	P	P	A	M	M	A	M	P
Ruskin	M	A	A-G	A	A	A	M	A-M	A	G	M	A	M	M	P
Troy	A	M	P	A	-	-	-	-	-	A	A	A	A	A	M
Whittier	M	G-P	A	G	A-M	M	M	P	P	G	A	G	P	A	P
Wogaman	A	A-M	M	P	P	A-M	P	P	P	M	P	M	P	M-P	M

Key:
G = Good - Meets all aspects of desired program
A = Adequate -Meets the major requirements reasonably well
M = Minimal - Adequate for continued use, though restrictive
P = Poor - Improvements mandated for continued use
O = Omitted - Facility required but non-existent
* Located in Patterson Elementary School

Evaluation by the Survey Staff

Table C-14

Quality of Facilities in Dayton School Buildings Serving Elementary School Pupils in Administrative Unit 2

Building	Kindergarten	Regular Classrooms	Learning Center	Physical Education	Art Classrooms	Vocal Music	Instrumental Music	Industrial Arts	Home Economics	Administrative Unit	Conference Room	Health Service	Food Service	Staff Facilities	Site Size
Addams	M	A-P	A	A	A-M	M	P	A-M	A	A	M	A	P	A	P
Belle Haven	A	A	A-M	A-M	A-M	A	A-M	A	A	A	M	A	M	A	M
Carlson	M	A-G	M	A	A	G	A-M	P	P	A	M	M	A-M	A	A
Cornell-Heights	A-M	A	G	A	A	A	M	P	P	A-M	M	M	M	A	P
Drexel	A-M	A	G	A	A-M	A-M	A	P	P	G	A	A	-	A	P
Fairport	A	A	M	A	A-M	A	A-M	P	P	G	A	A	M	A	M-A
Fairview	A	A-P	0	G	A-M	A	M	P	P	P	A	A	-	A	P
Ft. McKinley	A	A-P	P	P	P	P	P	P	P	P	P	P	-	P	P
Gardendale	A	A	M	A	M	M	P	P	P	A	M	P	M	A	A
Gettysburg	A	A	M	A	P	A	M	M	A	M	P	M	-	M	A
Hickorydale	A	A	G	A	A	A	M	P	P	A	A	A	M	A	A
Loos	A	A-M	A	G	G	A	M	P	P	A	A	A	P	A	P
McNary	M	A-M	M	A	-	M	-	-	-	A	A	M	A	M	P
Meadowdale	A	A	A-M	A	A-M	A	A-M	P	P	A	M	A	-	A	G
Residence Park	-	A	A	A	A	A	A	P	P	A-M	M	M	-	A	P
Residence Park Primary	G	G	M	A	-	-	-	-	-	A	A	A	A	M	P
Schiloh	A	A-M	A	A	A	A	A-M	P	P	G	G	G	-	G	P
Valerie	A-M	A-M	A	G	A	G	G	P	P	A	A	A	-	A	A
Westwood	A	A-P	P	A	M	P	M	M	M	M	M	M	M	P	P

Key:
G = Good - Meets all aspects of desired program
A = Adequate - Meets the major requirements reasonably well
M = Minimal - Adequate for continued use, though restrictive
P = Poor - Improvements mandated for continued use
0 = Omitted - Facility required but non-existent

Evaluation by the Survey Staff

Table C-15

Quality of Facilities in Dayton School Buildings
Serving Elementary School Pupils in Administrative Unit 3

Building	Kindergarten	Regular Classrooms	Learning Center	Physical Education	Art Classrooms	Vocal Music	Instrumental Music	Industrial Arts	Home Economics	Administrative Unit	Conference Room	Health Service	Food Service	Staff Facilities	Site Size
Allen	G	G-M	M	A	G	A	A	P	P	G	A	A	M	0	P
Brown	A	A-M	A	A	A	A	P	P	P	G	A	A	A	M	P
Edison*	A-M	A-M	A-M	G	0	0	0	0	0	M	0	M	A-M	A	P
Franklin	A	G-M	M	A	M	A	M	P	P	A	0	M	M	M	P
Gorman															
Green	M	A-M	M	M	A	A	P	P	P	P	0	P	M	M	P
Hawthorne	P	M	0	P	P	P	P	P	P	P	0	P	0	0	P
Jackson	-	M-P	M	M-P	M	M	M	M	M	M	M	M	-	M	M
Jackson Primary	A	A	A-M	A	-	-	-	-	-	A	A	M	A	A	M
Jefferson	-	A-M	M	M	A	A-M	A-M	0	0	A	M	M	-	A	M-P
Jefferson Prim.	G	G	M	A	-	-	-	-	-	G	A	A	G	A	M-P
Kemp	A	A-M	M	A	M	M	M	P	P	A	M	A	M	M	P
Longfellow	A	A-M	M	M	M	M	M	A	M	G	M	A	A	G	P
McGuffey	A	A	M	M	M	A-M	M	P	P	M	M	M	M	M	P
MacFarlane	M-P	A-M	M	A	A	A	M	A-M	A-M	G	M	A	0	M	P
Shoup Mill	A	A	M	A	A	A-M	A	P	P	A	M	A	-	A	A
Van Cleve	A	A-M	0	A	A-M	A-M	M	P	P	A	M	M	M	P	P
Washington	A-M	M-P	M	M-P	P	M-P	M-P	P	P	G	M	M	M	A-M	P
Weaver	A	A-M	M	A	P	M	P	P	P	G	M	M	-	A	P
Webster	P	G-M	M	G	A-M	A-M	M	P	P	G	G	G	M	A	P
Wright	A	G-A	M	A	0	0	M	0	0	A	A	A	-	A	P

Key:
G = Good - Meets all aspects of desired program
A = Adequate - Meets the major requirements reasonably well
M = Minimal - Adequate for continued use, though restrictive
P = Poor - Improvements mandated for continued use
0 = Omitted - Facility required but non-existent
* Building in reconstruction stage

Evaluation by the Survey Staff

work areas, chalkboards, display space, environment, furniture, general safety, housekeeping, lighting, size adequacy, and storage adequacy. Examination of these tables reveal that there are many classrooms not satisfactory in terms of aiding in the implementation of the desired program. It is the judgment of the Survey Staff that many regular classrooms require improvement for their continued use. Further examination of these tables reveal that a number of desirable facilities are not available in certain schools. The tables also show that a number of spaces are deemed minimal or unsatisfactory because of space allocation to that particular facility. The learning centers represent a good example of this inadequacy. The Survey Staff considered the majority of learning centers to be unsatisfactory due to the fact that many are less than 1000 square feet in size. This lack of space defeats the basic purpose of a learning center.

Judging from the sizes of elementary school classrooms built during the last decade in the vast majority of the nation's school districts, 800-900 square feet is regarded as a minimum size area for a self-contained elementary classroom. The use of a classroom of 800-900 square feet also considers that the students will be engaged in a reaction type of learning environment; in that the students are basically passive, locked in their seats and that the teacher has the dominant role in the classroom. Moving into action learning and interaction learning requires larger spaces for instructional purposes. Tables C-16, C-17, and C-18 reveal that a considerable number of classrooms in the Dayton elementary schools are small enough in size as to be classified unsatisfactory by the Survey Staff. Evaluation of the present classroom facilities by the Survey Staff reveals that a number of the spaces being used for instructional purposes are totally inadequate (those less

Table C-16

Size in Square Feet of the General Classrooms and Kindergartens in the Elementary Schools - Administrative Unit 1

Building	Number less than 650 sq. ft.		Number from 650 to 800 sq. ft.		Number from 801 to 950 sq. ft.		Number from 951 to 1100 sq. ft.		Number over 1100 sq. ft.	
	Classroom	Kdg.	Classroom	Kdg.	Classroom	Kdg.	Classroom	Kdg.	Classroom	Kdg.
Belmont	11	0	10	1	1	0	0	0	0	0
Cleveland	0	0	3	0	16	0	5	0	0	0
Eastmont	0	0	0	0	28	0	0	1	0	1
Emerson	0	0	24	0	3	0	1	2	2	0
Grant	1	0	5	0	17	0	0	2	0	0
Highview	0	0	14	0	14	0	0	1	0	1
Huffman	2	0	3	0	6	0	7	1	3	0
Irving	0	0	17	0	10	0	1	2	0	0
Kennedy										
Lewton	3	0	0	0	13	0	2	0	0	1
Lincoln	0	0	20	0	4	2	6	0	2	0
Mann	0	0	0	0	12	0	1	1	1	0
Miami Chapel	2	0	0	0	25	0	0	0	0	0
Patterson	1	0	9	0	11	0	0	0	0	0
Ruskin	0	0	2	0	24	2	2	0	0	0
Troy	0	0	0	0	17	0	0	0	0	3
Whittier	0	0	11	0	13	0	2	2	1	0
Wogaman	2	0	16	0	12	0	0	0	2	2
Total	22	-	134	1	226	4	27	12	11	8

Calculations by the Survey Staff

Source: **School Staff, Dayton Public Schools**

Table C-17

Size in Square Feet of the General Classrooms and Kindergartens in the Elementary Schools - Administrative Unit 2

Building	Number less than 650 sq. ft. Classroom	Kdg.	Number from 650 to 800 sq. ft. Classroom	Kdg.	Number from 801 to 950 sq. ft. Classroom	Kdg.	Number from 951 to 1100 sq. ft. Classroom	Kdg.	Number over 1100 sq. ft. Classroom	Kdg.
Addams	0	0	22	0	0	0	1	0	0	0
BelleHaven	0	0	28	0	8	0	1	2	0	0
Carlson	0	0	11	0	13	1	0	0	0	0
Cornell Heights	0	0	17	0	7	0	0	2	0	0
Drexel	0	0	11	0	0	0	0	1	0	0
Fairport	0	0	0	0	25	0	0	2	0	0
Fairview	6	0	9	0	7	1	3	1	0	0
Ft. McKinely	5	0	10	0	0	0	1	1	0	0
Gardendale	0	0	0	0	9	0	0	0	0	1
Gettysburg	0	0	6	0	13	0	0	1	0	0
Hickorydale	0	0	0	0	15	0	0	0	0	1
Loos	0	0	14	0	8	0	2	1	0	0
McNary	0	0	0	0	16	1	0	0	0	0
Meadowdale	0	0	15	0	6	0	0	1	3	0
Residence Park	0	0	4	0	22	0	0	0	0	0
Residence Park Primary	0	0	0	0	7	2	4	0	0	0
Shiloh	2	0	15	0	4	0	0	0	0	1
Valerie	0	0	0	0	14	0	1	1	0	0
Westwood	12	0	16	0	17	0	1	3	0	0
Total	25	-	178	-	191	5	14	16	3	3

Source: School Staff, Dayton Public Schools.

Calculations by the Survey Staff

Table C-18

Size in Square Feet of the General Classrooms and Kindergartens in the Elementary Schools - Administrative Unit 3

Building	Number less than 650 sq. ft.		Number from 650 to 800 sq. ft.		Number from 801 to 950 sq. ft.		Number from 951 to 1100 sq. ft.		Number over 1100 sq. ft.	
	Classroom	Kdg.	Classroom	Kdg.	Classroom	Kdg.	Classroom	Kdg.	Classroom	Kdg.
Allen	0	0	0	0	16	2	1	0	3	0
Brown	0	0	13	0	20	0	0	2		0
Edison	0	0	9	0	6	0	0	0	1	1
Franklin	0	0	12	0	5	1	12	1	0	0
Gorman										
Green	0	0	4	0	14	0	0	0	1	1
Hawthorne	1	0	2	1	7	0	0	0	0	0
Jackson	4	0	13	0	11	0	0	0	1	0
Jackson Primary	0	0	0	0	17	0	0	3	0	0
Jefferson	1	0	21	0	9	0	0	2	1	0
Jefferson Primary	0	0	0	0	18	0	0	0	0	1
Kemp	1	0	1	0	20	0	0	2	0	0
Longfellow	0	0	7	0	13	0	12	2	0	0
McGuffey	0	0	19	1	8	0	1	1	0	0
MacFarlane	7	0	12	0	15	2	1	0	0	0
VanCleve	1	0	4	0	17	2	0	0	1	0
Washington	1	0	5	0	20	0	0	0	0	1
Weaver	3	0	15	0	20	0	0	2	0	0
Webster	0	0	2	0	18	1	0	0	0	0
Wright	0	0	0	0	25	0	0	2	0	0
Shoup Mill	0	0	0	0	12	0	0	1	0	0
Total	18	-	139	2	291	8	27	18	8	4

Source: School Staff, Dayton Public Schools. Calculations by the Survey Staff.

than 650 square feet), and that a number of classrooms are minimal to unsatisfactory (650 to 800 square feet). Sixty-four of the 1,337 elementary classrooms available for use at the present time contain less than 650 square feet. Four hundred fifty-one of these rooms have areas less than 800 square feet.

It is generally accepted among educators that the nature of the five year old and the type of program deemed necessary for him requires a larger space than that provided for children who are older and more involved in the academic pursuits. Consequently, the accepted minimum size of a kindergarten facility is 1,200 square feet. Sixty-four of the educational spaces presently used for kindergarten purposes in the Dayton school system are under 1,100 square feet. These facilities cannot be considered satisfactory based on the diversity of experiences needed by children in this age range.

Special Instructional Facilities

Each elementary school building has provisions within it for the teaching of physical education. The rating of the physical education facilities for the school system as a whole is satisfactory with some exceptions; notably these facilities using the gymnasiums built before the introduction of the multi-purpose room. These schools are rated unsatisfactory. Some schools in the system have more than one facility for the teaching of physical education. In general the second facility is smaller than the primary facility and is used for gymnastics and small-group activities. It is evident from visiting the schools of Dayton that the system has accepted the practice of utilizing the multi-purpose room for physical education activities. The multi-purpose rooms throughout the system are rated as satisfactory. The physical education program unfortunately is preempted whenever the multipurpose room is used for other activities such as assemblies. The schools using gymnasiums are hampered in accommodating spectators for the inter-school athletic activities that take place during the school year.

Lighting for the physical education spaces is rated as slightly less than satisfactory. The lighting should be brighter on the whole than that now provided. The physical education facilities appear to be well maintained by the custodial staff.

In most elementary schools throughout the nation locker-dressing facilities are not provided as an integral part of the physical education program. However, in Dayton with the seventh and eighth grade included in the elementary schools, the provision of dressing-locker facilities is desirable. The rating of these locker-dressing facilities is satisfactory to poor with the major problem being a lack of adequate square footage assigned to this facility, and useless and outmoded facilities still being used.

Outdoor education is deemed to be a desirable part of the present program and future program planning by the professional staff. The Survey Team rates the outdoor space allocation at the majority of elementary schools as unsatisfactory. The site size of most schools does not allow for the implementation of an effective outdoor education program, either in physical education or science. The playground spaces at the majority of elementary schools are well maintained. The Survey Staff saw little evidence of glass and other undesirable wastes on play areas used by children. Some sites were additionally hampered by the inclusion of an elementary school and a primary school on the same site, thus inhibiting the possibility of having a meaningful outdoor education program for all pupils. The playground equipment that is provided is adequate in terms of quality and safety.

Assembly facilities are satisfactory at most of the schools. As indicated earlier in this section most schools have multi-purpose rooms which are used for assemblies and physical education activities. The use of the multipurpose room for both types of activities at times represents an inhibiting factor when it is desirable to have assembly activities and physical education activities being conducted at the same time. A small number of elementary schools have auditoriums with permanent seating that can be utilized for assemblies without interferring with other planned activities.

The professional staff has accepted the idea of providing an instructional materials center in each elementary school. The Survey Staff commends the Dayton school system for taking this innovative stance. In the evaluation of the learning centers that have been installed in the elementary schools to this date, a minimal rating is assigned by the Survey Staff. This rating is given primarily because the majority of centers were created through the conversion of one classroom. The minimum recommended size for an instructional materials learning center at the elementary level is 1,200 square feet. There are at most five elementary schools with learning centers that meet this requirement. Learning centers of less than 1,200 square feet are seriously hampered in providing the kinds of services needed by the staff and students. The district is commended however, for initiating such development.

The majority of elementary schools have spaces that have been designated as art centers. With few exceptions, the art rooms are converted from general classrooms. The result is that these spaces lack adequate water and sink space; lack adequate space to allow for the kinds of action learnings needed in creating art; lack adequate storage space for unused consumable supplies and for the storage of uncompleted projects. In almost every instance the ceramic kiln is stored some distance from the art room, either in the basement, in the custodial room or in some space too far from the art room to warrant productive use.

The inclusion of vocal music experiences for all elementary-age pupils is another desirable part of the educational program as suggested by the professional staff. Vocal music is provided in the elementary schools for all students; however, the quality of the facilities varies from school to school. In general, the practice has been to convert an academic classroom to a music room. This practice has not provided the type of facility best suited for providing a quality musical program. The acoustics in these particular spaces are not of the quality needed to ensure an enjoyable experience. In some situations the music room is adjacent to classrooms where academic pursuits are taking place. This situation creates problems for the teachers who are attempting to engage in academic endeavors and must compete with music emanating from an adjoining room. In some schools the space used for vocal music is also used for instrumental music. This increases the annoyance felt by the teachers in regular classrooms.

Instrumental music although a desired part of the educational program is generally not provided with spaces specifically designed for this type of instruction. The administrators are pressed to find space for the instrumental music teachers. What generally happens is that the instrumental music classes are conducted on the stage of the auditorium or multi-purpose room, in a kindergarten room that is not used in the afternoon, in a basement room that is a converted lavatory with GSU tile on the walls and plaster on the ceilings. The instrumental music program is seen by the Survey Staff as really being an afterthought; few schools have spaces that could be considered adequate for the instruction of instrumental music. The spaces were lacking in acoustics, lacking in storage space, and, all too frequently, lacking in size. The Survey Staff would rate the facilities for instrumental music as being unsatisfactory.

A major objective of the Dayton School System is to begin the early introduction of students to some examples of the world of work and to the kinds of responsibilities that they as students will eventually assume when they become adults and parents. Thus the Industrial Arts or Careers Orientation program and the Home Economics program are viewed as having a dual purpose: a) input for planning future programs and b) a general overview of current opportunity. In evaluating the facilities used for Industrial Arts and Home Economics based on the desired goals of the professional staff, the Survey Staff must rate these facilities as being inadequate for later elementary and intermediate school ages. Industrial Arts and Home Economics, presented to the children under the Practical Arts philosophy where both activities are presented in one space, are viewed by the Survey Staff as a highly desirable early elementary program component. At the intermediate school age level, it is very difficult to introduce and maintain an ongoing type of Industrial Arts and Home Economics program by using the same space for two dissimilar types of activities. The space provided in most of the elementary schools for practical arts would be adequate for either Industrial Arts or Home Economics. Additional space should be allocated for one or the other of these activities, particularly for intermediate school age children.

Early childhood education prior to kindergarten is deemed a desirable aspect of the emerging Dayton instructional program. Pre-school education has been re-discovered by educators as a consequence of the federal government involvement in such projects as Operation Headstart. To insure that students receive the kinds of experiences that will enable them to succeed in the traditional elementary school requires that the proper facility be provided. Recognizing the nature of the child of this age, his characteristics, and his needs, a facility of at least 1200 square feet is required. An evaluation of the facilities presently used for pre-school education in the Dayton School District are classified as minimal to unsatisfactory. Many of these spaces are lacking in the amenities which make for a successful program. Many of the rooms are too small; they lack restrooms; they lack sinks and drinking fountains; they lack storage space; some are located too far from the playground; and some have no exits directly to the outside. Outdoor play space is inadequate or non-existent. If pre-school education is considered an important aspect of future programs, then adequate facilities must be planned and provided wherever needed.

Special Service Facilities

The quality of the administrative suite is one of those services considered under this section. Administrative service spaces were given an overall satisfactory rating by the Survey Staff. However, it must be noted that the rating range follows a continuum from poor to excellent. The Survey Staff found numerous instances where the administrative offices were being remodeled. Such improvements will aid in providing a more effective educational program for all students.

Some of the conditions found by the Survey Staff which led to rating some school administrative areas as poor were the following: inadequate waiting area for visitors and students; inadequate desks and work space for secretarial use; intercom console located in the principal's office; lack of separate space for conferences; inadequate storage space for consumable supplies used in office work; offices sorely in need of painting; total administrative suite lacking in sufficient square footage; health service space not included in the administrative suite so as to allow for proper supervision of students who become ill while in school; open-space near the ceiling and the floor separating the assistant principal's office, thereby not affording complete privacy for conferences with students and others; and restroom facilities not located in or close by the administrative suite.

The importance of having adequate health service facilities is recognized by the professional staff. Where possible the health service room should be utilized by the school nurse only and should also be utilized as an isolation room to house those children who become ill in school. This space should not be utilized for a multiplicity of purposes. The Survey Staff found that the health service facility in some instances was either non-existent or was being used for such purposes as storage of unused supplies; as a testing area for the school psychologist; as a testing area for the speech and hearing therapist; and in some instances as a small-group instruction space by the reading teacher and/or tutors. In many schools the health service facility was used solely for its intended purpose. These facilities on a system-wide basis are rated poor to good by the Survey Staff.

The professional staff in an effort to provide each child with every possible opportunity to succeed in school has initiated an extended food service program in the elementary school. There is a breakfast and lunch program available to students who for a variety of reasons are not adequately fed. It is recognized that the hungry child will not learn as rapidly as the well fed child. The facilities provided for the preparation and distribution of food is rated as minimal. The Survey Staff noted that the school system is in the process of installing centralized kitchens in certain schools where food will be prepared and then distributed to other elementary schools for lunch purposes.

In many schools the students eat lunch in the multi-purpose room, others eat in classrooms designated for this purpose, and still others eat lunch in designated areas of the hall. If the schools are going to assume the responsibility for feeding some of its students, and the Survey Staff agrees that it should, the facilities should be upgraded.

All elementary schools have some sort of facility for the staff to use as a lounge. These range from well furnished, properly ventilated, lighted, and properly located spaces to unimproved classrooms, unused storerooms or unused space in the basement of the schools. Many spaces designated as teachers' lounges were inadequate due to insufficient space, poor design, lack of furniture, antiquated furniture, and a generally poor atmosphere. In general, conference study and preparation spaces for teachers are omitted.

General Building Characteristics

In general all buildings in Dayton are satisfactory to good due primarily to the fine job of maintenance that has been conducted for a number of years. Certainly the new schools and new additions to older structures would receive a better rating as these facilities more nearly meet the requirements of the desired educational program. However, the old buildings, even those constructed before 1900, are structurally sound and the only observable structural defects of these particular buildings are limited to settling cracks. The overall appearance of the buildings is rated satisfactory by the Survey Staff. The electrical service supply to all recent buildings is satisfactory, but there is a deficiency in the number of outlets in the classrooms of the older structures. The Survey Team rated the electrical service to the rooms of the older buildings as minimal or poor because the room outlets are sparsely provided. Rarely did any room possess more than one double outlet,and that frequently found in a difficult to use location. Teachers have utilized long extension cords in some cases to alleviate this shortage. The Survey Staff noted on numerous occasions two and three electrical educational aids connected to one outlet. Electrical service to newer structures is rated satisfactory.

Stairwells are rated minimal to poor in the older buildings because of their capacity, their composition, or because they are excellent smoke and fire chimneys in case of fire. This situation has been corrected to some degree through the installation of smoke barriers at each level. However, the Survey Staff was concerned about the lack of fire doors at the same levels. Many of the older school buildings still have the wooden floors in the classrooms which presents a definite fire hazard. Fire extinguishers are strategically placed, properly charged, and recently inspected.

Expansibility of the elementary buildings is deemed to be difficult due to site and building limitations. This does not present a real problem for the district as there is a projected decline in population for the next six years.

Facilities Housing Secondary School Pupils

Ten school buildings in the Dayton school district house students in grades 9-12. One high school houses students in grades 8-12. One of these buildings, Patterson Cooperative High School, houses the vocational and technical education program. The other buildings are classified as comprehensive high schools. A summary indicating the number of regular classrooms and special facilities in each building is shown in Table C-19.

Course offerings at the secondary level are similar throughout the district. Table C-19 shows that each high school has facilities to offer courses provided by sister schools. This table also reveals that certain schools have more than one space allocated to the teaching of a particular course, while others do not. The courses not offered universally are Power Mechanics, Photography, General Metals, and Automotive.

The quality of existing facilities also plays an important role in preventing equality of educational opportunity for all Dayton students. Table C-20 shows the ratings given to the various facilities by the Survey Staff. The ratings in the table were made after careful analysis of the present facilities subject to criteria based on requirements established by the various elements of the desired program and the best available information related to school facilities. Features considered in the evaluation of each facility varied according to the requirements for the particular program but included such items as environment, size, lighting and storage adequacy.

Generally speaking the secondary school facilities are satisfactory with the obvious exception of the Kiser School which is a converted elementary school. The only other school rated minimal to unsatisfactory is the Stivers

Table C-19

Summary of Teaching Stations and Special Facilities in Dayton Public Schools Housing Secondary School Pupils

Building	Number of Facilities by Building																									
	Academic	Business Education	BOE	Typing	Home Economics	Fine Arts	Industrial Arts	Drafting	Graphic Arts	Machine Shop	Woodshop	Power Mechanics	Electronics	OWE	Photography	General Metals	Automotive	Music	Instrumental	Vocal	Physical Education	Science	Physics	Chemistry	Biology	General Science	Total
Administrative Unit 1																											
Belmont	40		1	2	4	2		1	1	1	1		1	1	1	1			1	1	3		.5	1	2	4.5	69
Dunbar	26		3	2	4	2	1	1	1	1	1		1	1	1	1			1	1	3		1	1	3	5	61
Stivers	22		1	1	2	1.5		1	1	1	1	.5	.5	1		1			1	1	3		.5	1	1	3	43
Administrative Unit 2																											
Roth	27		1	2	4	2	1	1	1	1	1		1	1					1	1	3		.5	1.2	3	5	58
Meadowdale	37		3	1	4	3	1	1	1	1	1	1	1	1	1		1		1	1	3		1	2	4	4	74
Fairview	30		1	2	2	2	1	1	1	1	1		1	1					1	1	3		.5	1.5	2	3	56
Administrative Unit 3																											
Kiser	14		1	1	2	1	1	1	1	1	1					1	1		.5	.5	3		1	1	1	4	37
W. Wright	27		2	1	2	2		1	1	1	2		1	1	1				1	1	3		1	1	1	3	53
C. White	33		2	2	3	3	1	1	1		1	1	1	1		1			1	1	4		1	2	2	3	65
Roosevelt	28		2	2	6	2	1	1	1	1	2		1	1					1	1	4		1	1	2	3	61
TOTAL	284		17	16	33	20.5	7	10	10	9	12	2.5	8.5	9	4	5	2		9.5	9.5	32		8	13	21	37.5	577

Table C-20

Quality of Facilities in Dayton School Buildings Housing Secondary School Pupils

Building	Academic Classrooms	Art	Business Education	Home Economics	Industrial Arts	Vocal Music	Instrumental Music	Physical Education	Science	Assembly	Library	Guidance & Counseling	Administration	Food Service	Health Service	Staff
	Evaluation by Facility															
Administrative Unit 1																
Belmont	A	G	A	G	A	A	G	A-M	G	G	G	M	A-M	G	A	A
Dunbar	A	G	A	G	G	A	G	A	G	G	G	A	A-M	A	A	A
Stivers	M	A-M	A-M	M	A	G	G	G	M	A-M	P	M-P	M	P	M	M
Administrative Unit 2																
Fairview	A-M	G	A	A	A-M	G	G	G	A	A	A	M-P	M	M	M	M
Meadowvale	G	G	G	G	G	G	G	A	G	G	G	A	A	G	A	A
Roth	A	G	A	G	G	A	A	A-M	A	G	A	M	A	A	A	A
Administrative Unit 3																
Kiser	M	P	A-M	M-P	M-P	P	P	G	M-P	M	P	P	P	P	P	M
Roosevelt	A-M	M	A	A	A	A-M	M-P	M-P	A	M	M-P	G	G	P	G	A
C. White	A	G	A-M	G	G	G	G	G	A	G	A	A	A	A-M	A	A
W. Wright	A	G	G	A	A	A	A	G	G	A	G	M	A	G	A	A
Patterson Coop	A-M	M	A	-	G	A-M	A-M	P	M	A	P	A-M	A-M	A	A	A-M

G = Good A = Adequate M = Minimal P = Poor 0 = Omitted

Evaluation by the Survey Staff

High School, the oldest secondary building in the district.

Crowded conditions in a school have an effect on program. Facilities that are too small for the number of pupils served cannot support the desired program. Information concerning subject area capacities and utilizations are included in the discussion about each school.

It is of concern to the Survey Staff that the Dayton professional staff not become obsessed with renovation when it is evident that the school facility is no longer educationally useful. At Kiser, for example, the spaces are small, and the educational values derived from renovation of such spaces are limited and may only be related to the "life" associated with new furniture, paint, lighting, and other fixtures. In fact, in the long run these renovations may have a detrimental effect upon the educational program in that community members become satisfied with renovations as a means of solving problems.

Each secondary school has certain characteristics and features which distinguish it from other buildings. These features will be discussed in the appendix accompanying this report.

Tables C-23, C-24, C-25, and C-26 indicate the subject area indexes based upon the existing program and the desired average class size for Administrative Units 1, 2, and 3. A subject area index represents the total enrollment from which a sufficiently large number of pupils are enrolled in the given area to utilize one teaching station full time. Those subject areas where the most pupils are enrolled for the greatest time period have the lowest indexes. For example, at Dunbar School in Administrative Unit 1, one academic teaching station is required for every 74 pupils. However, 1,437 pupils are required to warrant the use of one fine arts teaching station full time.

Table C-21

Quality of Facilities in Patterson Cooperative High School

Subject Area	Rating
Academic	A-P
Accounting	A
Automotive	G
Commercial Art	A-M
Cosmetology	A
Dental Assistant	A
Distributive Education	A
Electrical	G
Machine Shop	A
Medical Arts	A
Office Education	A
Typing	A
Drafting	A-M
Printing	G-A
Sheet Metal	A
Science	
Physiology	M
Physics	M
Chemistry	M
Biology	M
Music	
Instrumental	A-M
Vocal	A-M
Physical Education Activities	P
Study Hall	A

Evaluation by the Survey Staff.

Table C-22

Academic Teaching Station Requirements for Secondary Schools
Based on the Projected Pupil Enrollment Through the 1976-77 School Year

Building	Academic Subject Index	Projected Enrollment High 1971-72	Projected Enrollment Low 1976-77	Teaching Station Requirements 1971-72	Teaching Station Requirements 1976-77	Number of Teaching Stations Presently Available
Administrative Unit 1						
Belmont	63	1,976	1,722	32	28	40
Dunbar	74	1,416	1,234	20	17	26
Stivers	78	957	835	13	11	22
Administrative Unit 2						
Fairview	71	1,478	1,288	21	19	30
Meadowdale	58	1,532	1,335	27	23	37
Roth	67	1,075	937	16	14	27
Administrative Unit 3						
Kiser	51	709	618	14	13	14
Roosevelt	68	1,853	1,615	28	24	28
Colonel White	49	1,758	1,532	36	33	33
Wilbur Wright	58	1,075	937	19	17	27

Calculations by the Survey Staff.

Table C-23

Subject Area Indexes Based On The Existing Secondary School Program and the Desired Average Class Size for Administrative Unit 1

Subject Area	Desired Average Class Size	Program Index by Building and Grade Group Belmont 9-12	Dunbar 9-12	Stivers 9-12
Academic	30	63	74	78
Business Education				
BOE	22	942	1,969	7,832
Typing	36	992	1,308	2,621
Other	30	6,353	2,710	1,317
Home Economics				
Regular	20	624	619	741
Special	15	4,024	2,412	2,827
Fine Arts	20	1,610	1,437	1,042
Industrial Arts - 9	22	---	1,501	---
Drafting	22	2,603	2,939	2,350
Graphic Arts	22	3,278	3,025	3,133
Machine Shop	22	2,951	3,313	2,820
Woodshop	22	2,825	1,915	2,660
Power Mech.	22	---	--	921
Electronics	22	4,024	10,984	4,861
OWE	20	2,944	---	1,686
Photography	15	5,487	3,744	---
Special Education	15	---	1,674	352*
General Metals	22	2,414	2,389	---
Automotive	22	---	---	---
Other	22	965	---	1,516
Music				
Instrumental	75	8,964	11,663	16,020
Vocal	75	5,357	2,453	3,121
Physical Education				
Activity	40	605	606	4,694@
Health	40	687	2,259	---
Science				
Physics	25	5,917	14,822	11,443
Chemistry	25	2,235	2,927	2,542
Biology	25	1,231	1,474	1,430
General Science	25	537	593	590
Other	25	687	1,387	921
Study Hall	100	915	498	515

* Includes Work Experiences

@ Includes Health Classes

Table C-24

Subject Area Indexes Based On The Existing Secondary School Program and the Desired Average Class Size for Administrative Unit 2

	Desired Average Class	Program Index by Building and Grade Group		
Subject Area	Size	Fairview 9-12	Meadowdale 9-12	Roth 8-12
Academic	30	71	58	67
Business Education				
BOE	22	2,789	648	4,472
Typing	36	1,280	1,674	1,121
Other	30	1,062	3,041	1,378
Home Economics				
Regular	20	911	816	330
Special Education	15	----	6,566	1,742
Fine Arts	20	902	783	407
Industrial Arts - 9	22	1,604	883	1,154
Drafting	22	2,436	3,591	2,417
Graphic Arts	22	4,276	5,574	3,888
Machine Shop	22	2,406	3,070	3,084
Wood Shop	22	3,208	2,825	1,987
Power Mech.	22	---	14,124	---
Electronics	22	2,749	4,324	9,414
OWE	20	1,030	1,396	3,695
Photography	15	---	12,037	---
Special Education	15	---	---	---
Other	22	1,964	---	---
Music				
Instrumental	75	8,748*	7,766	5,212
Vocal	75	4,038*	6,392	1,778
Physical Educaion				
Activities	40	681	464	390
Health	25	1,032	----	1,767
Science				
Physics	25	3,471	5,234	13,550
Chemistry	25	1,208	1,267	4,148
Biology	25	703	587	1,588
General Science	25	694	547	8- 418@ 9- 691
Other	25		1,942	903 701#
Study Hall	100	552	1,813	---

* Based on Desired Average Class Size of 60

@ Represents General Science for 8th and 9th Grades

Represents Practical Arts for 8th Grade

Table C-25

Subject Area Indexes Based On The Existing Secondary School Program and the Desired Average Class Size for Administrative Unit 3

Subject Area	Desired Average Class Size	Program Index by Building and Grade Group			
		White 9-12	Kiser 9-12	Roosevelt 9-12	W. Wright 9-12
Academic	30	49	54	68	58
Business Education					
BOE	22	980	4,323	2,823	1,848
Typing	36	1,372	1,087	1,242	1,676
Other	30	3,006	894	1,207	1,218
Home Economics					
Regular	20	695	616	500	455
Special Education	15	----	1,152	2,319	3,060
Fine Arts	20	584	822	1,078	680
Industrial Arts - 9	22	1,637	659	1,143	---
Drafting	22	4,168	1,689	4,785	2,192
Graphic Arts	22	4,585	1,557	6,722	2,813
Machine Shop	22	9,553	1,689	3,815	3,040
Woodshop	22	3,821	1,404	2,566	1,496
Power Mech.	22	9,171	---	---	---
Electronics	22	3,371	---	8,556	3,364
OWE	20	12,261	---	1,283	10,710
Photography	15	---	---	---	10,710
Special Education	15	3,006	1,151	1,181	2,008
Other	22	---	---	4,868	1,472
General Metals	22	---	3,020	---	---
Automotive	22	---	1,114	---	---
Music					
Instrumental	75	7,976	11,817*	8,995	6,624
Vocal	75	2,852	2,246*	3,850	4,146
Physical Education					
Activity	40	317	558	4,087	457
Health	25	579	913	1,222	---
Science					
Physics	25	7,663	6,291	14,584	7,933
Chemistry	25	1,725	1,646	2,587	2,581
Biology	25	1,163	731	1,118	1,221
General Science	25	501	451	4,974	597
Other	25	2,002	1,151	744	---
Study Hall	100	---	1,633	1,151	2,116

* Desired Class Size is 60.

Table C-26

Subject Area Indexes Based on the Existing Secondary School Program and the Desired Average Class Size at Patterson Cooperative High School

Subject Area	Desired Average Class Size	Program Index and Grade Group 9-12
Academic	30	86
Accounting	27	310
Automotive	22	380
Commercial Art	25	3,516
Cosmetology	20	3,868
Dental Assistant	24	9,602
Distributive Education	30	2,142
Electrical	22	551
Machine Shop	22	523
Medical Arts	25	541
Office Education	25	558
Typing	35	958
Drafting	22	1,158
Printing	15	307
Sheet Metal	22	1,068
Science		
Physiology	25	2,901
Physics	25	2,149
Chemistry	25	739
Biology	25	955
Music		
Instrumental	75	9,945
Vocal	75	12,657
Physical Education Activities	40	1,129
Study Hall	100	860

Calculations by the Survey Staff.

A teaching station is defined as a space where a teacher may conduct certain types of activities with a group of pupils. An academic classroom or a science laboratory may each be considered one teaching station. On the other hand, one gymnasium that is large enough to be divided into two spaces may be considered as two teaching stations.

Secondary schools should provide all the facilities required for the program of instruction including the many kinds of special teaching stations in addition to regular classrooms. Of primary interest are the academic teaching station requirements needed for future enrollments. This information can be obtained by dividing the desired program indexes from Tables C-23 through C-26 into the projected enrollments for each high school. For example, Belmont High School has a projected enrollment of 1976 pupils maximum for the 1971-72 school year. By dividing the academic subject area index into the projected enrollment indicates that 32 teaching stations would be required. Belmont presently has 40 academic teaching stations.

Carrying this process through to the 1976-77 school year indicates that the enrollment at Belmont could decline to a low of 1722 pupils. Using the formula for calculating academic teaching station requirements reveals that 28 stations would be needed at that time. It is evident that the Belmont area will not have a need for additional academic teaching stations beyond what is available over the next seven years. Table C-22 indicates the academic teaching station requirements for all high schools through 1976-77.

A

VII. Summary and Recommendations

The preceding sections of this report have provided the data upon which long and short-range recommendations can be based. Heavy emphasis has been placed on the fact that as an urban center, Dayton has and is undergoing great physical and demographic change. Just how this change will carry is open to speculation and the challenge to effective educational planning will be on how well present and future change be anticipated and accommodated.

Great and continuing efforts are being launched in the area of curriculum change. The Dayton community and staff expressed great concern about the quality and quantity of education provided Daytonians. Expanded vocational-technical opportunity is projected for the immediate future with other major expansions in program planned as resources are identified.

There exists in Dayton, as in most urban centers at the present time, a variety of publics each striving for a measure of control over the school system. There is a sizeable group who would turn back the clock several decades and use the schools as a fact dispensing institution only with little or no effort expended in identifying current issues and educational needs. These people point to past successes and adopt the posture that "if it was good enough for my father, it's good enough for my children."

There is another sizeable portion of the community that seeks to preserve the neighborhood school idea although this group would permit and encourage certain educational improvements, i.e., expanded vocational offerings, etc. This segment of the population has become united to the cause of the neighborhood school for a variety of reasons, most of them ill conceived and advised. Stimulation for such a cohesive front ranges from fear of minority group dispersal to a desire to gain control over certain neighborhood institutions. However these groups are motivated, the fact remains that an important and sizeable pressure is being generated.

Still another position can be identified in Dayton. This is the result of many people recognizing that our society is not static, that change itself is becoming an ever increasing fact of American life, and that the educational system must, if it is to survive, anticipate and participate in this change. While this group is not yet powerful enough or numerous enough to convince other groups of the reasonableness of their position, it nonetheless represents a significant portion of the Dayton population. In the opinion of the Survey Staff, awareness of and attention to this position is needed.

While change in and of itself is not appropriate, educational change based on sound preparation and instituted to achieve valid purposes is highly desirable and necessary to success. Because most people are threatened by change, a great deal of preparatory effort must be expended to provide a solid foundation on which to introduce new methods and programs. If the status quo would have been appropriate and desired in previous decades, Dayton would never have led the world into the era of space travel and automotive sophistication. It is consistent then for Dayton to continue to be a forerunner with continuing effort to improve and perfect its educational system. To do any less would be to negate the very quality that has made Dayton a dynamic, viable city.

The following recommendations are grouped into several categories for the convenience of the reader. The first category deals with general recommendations and procedures intended to assist the Dayton Public Schools in the development of planning capacity. The second group of recommendations address themselves with organization, program and curricular matters so vital to the continued development of the school system. Finally, the third category deals with short and long-range facility needs as identified by the Survey Staff.

Before plunging into the recommendations, the Survey Staff wishes to again emphasize the tenuous nature of educational planning. While assessments done by an outside agency are most valuable to a school system, it must be remembered that the data used in preparing this report are not absolute forevermore but rather segments of a continuous evolutionary process. At best, the Survey Staff has gathered a few frames of a continuing motion picture that proceeds on a daily basis. For this reason, the Survey Staff again emphasizes the fact that this report will be best utilized as a planning guide, as a foundation upon which to build continuous planning so vital to the process of education. Without question, many of the following recommendations will remain viable for the foreseeable future, and should be implemented; others may need adjustment as emerging variables are identified and addressed.

Group I - General Recommendations

RECOMMENDATION 1 - IT IS RECOMMENDED that the Dayton Public Schools place the highest priority on the development of the planning function as an important component of the educational system.

When considering the importance of planning to the educational system, several hard facts must be recognized and addressed. First planning is a most valuable tool in determining possible alternatives in the solution of current and future problems. Most important, the planning process forces consideration of a variety of concerns and develops the means for resolving these concerns. Second, while facility planning is an important component of total educational planning, the planning thrust must include such components as curriculum planning, economic planning, systems planning, evaluation, and community planning in order to generate effective, efficient educational plans. Third, it must be recognized that planning is a creative, demanding, consuming activity and that the person(s) charged with planning duties simply cannot and must not be involved in the day-to-day operations of the school system. Because of the futuristic nature of planning, persons involved in the operations of a school system simply cannot devote the energies needed to the planning task. They are simply too crisis-oriented and too personally involved with the immediate to perform as planners.

Among the crucial tasks to be performed by the planning team are the following:

(a) Continuous demographic data gathering and population projections. One of the most important inputs for the development of educational plans is the determination of present and future population trends. Where people live, who they are, and what their educational needs are have much to do with what types of educational programs are appropriate and vital to their concerns.

(b) Curriculum and program planning. The identification, development, refinement, and evaluation of new program thrusts is of great importance to the school system. Dayton must develop the capacity to gather, monitor, test, and evaluate new program ideas from staff, community, other school systems and other educational agencies. Such programs must be tailored to suit unique educational needs appropriate to Dayton and field tested before widespread adoption. The identification of such programs is an important task for educational planners.

(c) Economic planning. The identification, generation, and collection of resources in sufficient quantity and quality with which to successfully implement programs is an important task of the planning team. Long and short-range economic planning, systems approaches to establish priorities, financial projections implied by the various plan alternatives, all provide decision-making data. It is not enough to plan programs without a concomitant financial plan to be considered at the same time. The P.P.B.S. approach presently being studied by Dayton relates very well to the suggested economic planning needs of the school system.

(d) Facility planning. As curriculum and program plans are created, facilities that are appropriate to the needs of the educational program must be provided. An important planning task is the development of educational specifications for use by architects in the planning of new and rehabilitated facilities. These educational specifications must have as their basis the educational programs and curricula to be implemented.

(e) Multi-agency coordination and cooperation. As one of many planning agencies in the Dayton metropolitan area, the educational planners must provide for mutually supportive and complementary planning efforts. The basis for such cooperation is already established in Dayton as is evidenced by the school-park developments and the existing dialogue between the school and the city and regional planning agencies. Such efforts must be continued and extended to include other public and private agencies.

(f) Community involvement and coordination. As the emerging community school concepts are refined and provided to additional areas of the school district, recognition of the partnership opportunity between community and school will dictate greater participation in the planning procedure by community groups. The planning team must provide the technical capacity for such community-school planning to succeed. Local needs as identified by citizens and local staff have great significance to the development of education plans. Such participation is most important and must be actively solicited by the planning team.

(g) Evaluation. As new programs are identified and tested, as modified facilities are constructed, and as plans are implemented, an evaluation process must occur. Evaluation is crucial to continuous planning for it is only as a result of evaluation that priority establishment can proceed. Certain programs can be discarded and those resources utilized in the implementation of other programs if evaluation indicates such action is appropriate. Cost-benefit analysis can indicate which programs provide greatest return on dollar investment. These efforts can also assist in the determination of new program directions. This function is assuming an important role in the modern school system. As resources become even more difficult to garner, it will continue to gain in significance.

RECOMMENDATION 2 - IT IS RECOMMENDED that the Dayton Public Schools continue in their effort to develop curriculum articulation procedures to guide the total system-wide instructional staff.

One of the more apparent needs identified by the Survey Staff was that of articulation and coordination between grade levels, buildings, and even within buildings. While a degree of autonomy and capacity to react locally is most desirable, the lack of any district guidelines serves to confuse and confound principals and teachers.

The recently initiated effort to provide for program coordination and articulation by the office of curriculum and instruction is commendable and must be continued. Plans for the involvement of professional staff in the development of program directions for the Dayton Public Schools are also to be commended and expanded. The development of measurable educational goals and objectives will greatly assist in the effort to coordinate various grade level curricula.

RECOMMENDATION 3 - IT IS RECOMMENDED that the Dayton Public Schools provide for decision making as close to the operational level as possible.

A giant step in creating capacity to react to educational needs was taken with the establishment of the three (3) Administrative Units. Allocation of support services and resources to the three Administrative Units should continue and expand. The Administrative Unit, as an operational unit, must emphasize provision for community participation as a continuing effort. The role of the central office should shift to one of coordination, of system-wide planning, of support, and of evaluation. The Board of Education position as a policy agency assumes still greater importance as school district policies determine the guidelines for the total program. Additionally certain decision, i.e., specific programs, staffing patterns, attendance areas, special programs, assignments are shifted to the local units.

Greater central office effort in systems planning and coordination will provide the major thrust for educational improvements.

RECOMMENDATION 4 - IT IS RECOMMENDED that the Dayton Public Schools embark on continuing in-service and pre-service programs for professional and non-certificated staff.

While many in-service activities have been and are being conducted, most are the result of special federal and/or state grants. A systematic, on-going program of staff renewal and education is most important to the school system. Close working relationships with local teacher education agencies must be a vital part of the in-service program. Regular resources commitment to this activity is essential if continuity is to be realized. Because the school system staff ultimately determines the success and/or failure of the program, it is most important that the staff be provided the kind of expertise and educational opportunity needed to maximize the chance for success. As new variables are identified, as urbanization proceeds, as program needs emerge, as new and more relevant methods are devised; the staff of the Dayton Public Schools must be afforded the opportunity to learn about and select appropriate educational methods and materials.

RECOMMENDATION 5 - IT IS RECOMMENDED that the Dayton Board of Education continue its efforts to create an increasing number of educational options for the citizens of Dayton.

The future success of the educational system will be predicated on the variety and diversity of program opportunity afforded students. The creation of such diversity will insure that unique and differentiated needs of a multi-ethnic clientele will be met. Efforts to restrict the program must be defeated for with such restriction will come the demise of the school system. Careful selection, orderly planning, and honest evaluation of educational programs based upon a needs criteria will lead to a more effective and diverse curriculum. Recognition of individual differences reinforces the need for capacity to provide differentiated programs as does the acceptance of the right of every citizen to be provided equality of educational opportunity.

GROUP 2 - PROGRAM, CURRICULUM, AND ORGANIZATION RECOMMENDATIONS

The section on Plan Concepts was developed as a means of focusing on the myriad of curricular innovations surfacing both within and without the Dayton Public Schools. The Survey Staff hastens to point out that the Dayton Staff has the capacity to generate and implement desired programs appropriate to the educational needs of the youth and older citizens of Dayton. Indeed, the professional staff of the Dayton Public Schools has proven to be of superb quality, very dedicated to the development tasks. This is best emphasized by an examination of the variety of program efforts presently being conducted in the school system.

The work of the Survey Staff is intended to compliment and support on-going thrusts rather than to replace such efforts. Concern for and commitment to quality education for all children must remain the primary objective of the Board of Education and staff of the Dayton Public Schools. Continuing effort should be expended toward the development of programs designed to improve the quality of education for all children. Such efforts must be recognized as appropriate activities on the part of staff.

The following recommendations are presented as the basis for continuing development of curriculum and program and as reinforcement of creative thinking being produced by the Dayton staff.

RECOMMENDATION 1 - IT IS RECOMMENDED that the Dayton Board of Education continue to implement a variety of strategies and to develop new strategies for improving and equalizing the quality of education for all children.

The Survey Staff strongly supports the basic philosophy of integrated education for all students. The belief that quality education is of highest priority and must provide those experiences needed by present day students to insure successful participation in a peaceful and productive society. Such education can only be attained if there is meaningful contact between youngsters who are dissimilar by race and socio-economic standards. Separating children only serves to perpetuate old myths and stereotypes and reinforces hatred, mistrust, and fear.

In view of the disruptions and upheavels that have impeded efforts toward equal opportunity to Dayton and many other cities, the Survey Staff suggests a recognition of the difference between desegregation and integration. Desegregation implies the mixing of students of different backgrounds with little or no effort directed toward the development of programs, attitudes, and understandings appropriate to the new situation. The Survey Staff defines integration as the gathering of students with dissimilar backgrounds to effect a better program of education than is presently possible. This process requires much preparation starting with a policy statement reflecting the Board's moral, philosophical, and legal commitment to such a thrust. Such a statement, which the Dayton Board of Education issued in the summer of 1967, is viewed as the initiation of such an effort.

The administration and staff of the Dayton Public Schools must likewise be committed to the value of such a policy and must prepare for the transition by participating with students and the community in the planning of curricular efforts needed for such a move. Poor preparation and a lack of commitment on the part of those responsible for the education of all children can lead to disaster. The mere mixing of students without adequate preparation is foolhardy. The posture that the problems created by bringing diverse students together will disappear, if ignored, is also foolhardy. It is vital to recognize that feelings run high between groups because of past experiences and teachings. The administration and staff must be prepared to cope with such feelings.

The Survey Staff recognizes that any plan to integrate the system which includes involuntary bussing tends to evoke resistance from a large number of parents. The haphazard redrawing of boundary lines to affect integration is also apt to fail because of the residential mobility of many people who will flee such efforts. While both such strategies must be explored, tested, and utilized; multiple efforts must be devised so that a variety of options are available to students and parents. Among the strategies to be utilized are the variety of programs developed by the school staff as well as a number of the succeeding recommendations.

Additional efforts should include the following:

a) The development of special laboratory schools to test and refine new and different school programs.

b) Exploration of the pairing of schools with disparate student populations.

c) The development of special program thrusts at selected schools in each administrative unit designed to serve the entire administrative unit.

d) A continuation and expansion of the in-service and community service programs designed to make staff and citizens aware of the complications and frustrations involved in providing quality education for all children.

f) Sufficient resource allocation to insure quality education to those schools that are presently desegregated.

g) Provision to encourage staff and community to create additional alternative strategies.

h) Open enrollment opportunity throughout the entire city. Alternatives available to students, parents, and school should include the freedom to choose particular schools provided capacity is available.

i) Subsidy programs to support transportation of students to various educational programs available at different locations throughout the city. This not only provides opportunity for increasing options but also enables maximum use of expensive, hard-to-duplicate programs and facilities.

j) Shared time programs using the entire city as a base. For example two 3rd or three 4th grades from various schools could meet for specific educational programs at a common location over an extended period.

k) Special centers for particular programs, i.e. the center for government, or the center for science, etc. Each school in an administrative unit could develop such a center and provide program for the entire unit.

RECOMMENDATION 2 - IT IS RECOMMENDED that the Board of Education aggressively promote and implement the Urban Academy (school without walls) concept.

The concept of the urban academy represents the most natural approach to encouraging diverse segments of the student population to become cooperatively involved in a unique and exciting educational program. Utilizing the entire city as a classroom and drawing students from throughout the district provides a very rich heterogeneity to the program.

The variety and scope of experiences available to students enrolled in the Urban Academy is virtually limitless; constrained only by the limits of resources and the interests of the students. Agencies that could provide valuable resource for this type of program include: city government for the study of municipal governance with contribution from the various departments of the city structure; Sinclair Community College for advanced experiences in a variety of academic areas; social agencies for in-depth human and social experiences; communications media for verbal and written communications as well as for certain technical fields, i.e., printing, photography, staging, advertising, etc.; The Art Center and Museum for historical, artistic, and aesthetic experiences;

business houses for exploration into the world of business; retail concerns for distributive education and marketing; financial institutions for economics, services, etc.; local, state, and federal courts for appreciation of the judicial system; and locally based industrial concerns for technological, scientific, and production understanding. Other local resources should be added to the list as the Urban Academy is developed.

The use of the community as a laboratory for learning will encourage the development of a high school program that will provide exciting learning experiences while enabling students to become progressively more responsible for their own learning. The Survey Staff endorses and supports the efforts of the school staff in developing this concept and emphasizes its importance to the total program.

> RECOMMENDATION 3 - IT IS RECOMMENDED that the Board of Education implement the outdoor education program developed by the instruction division of the Dayton Public Schools.

Man and his environment is fast becoming a most crucial concern for every American. The very real possibility that man will, in his zeal for "progress", exterminate himself because of his continued rape of the environment forces serious efforts in this direction. Contemporary society, with its insatiable demands upon the environment must come to grips with such large issues as human survival and renewal of natural resources.

Concern for and understanding of such issues is a most appropriate curricular effort and must become a focal point of the public school system.

The understanding of man's role as a component of a total life system and the consequences of man's ability and capacity to alter the system must become part of every child's education. The delicate balance that permits the system to operate, the relationships between natural and man-made milieus, the regenerative powers of nature, the societal responsibilities of humans, the recognition of environmental problems facing man, the possible solutions to these problems are all important to adequate educational programs.

The proposed outdoor education program is an opportunity for students in the Dayton Public Schools to participate in appropriate outdoor education activities which will provide the basis for increased empathy and understanding of man's environment. In addition, concomitant learnings in human relations, democracy and leisure time activities are predictable.

RECOMMENDATION 4 - IT IS RECOMMENDED that the Dayton Board of Education continue to expand the living arts concept at the secondary level and provide for similar experiences at the elementary level.

The living arts center is, without a doubt, one of the most innovative and productive educational experiences available in the United States today. Not only are students motivated in the aesthetic and effective domain but they are stimulated in the development of cognitive skills in order to become more proficient in the art forms. The use of a particular interest in an art form to inspire the learning of specific cognitive skills is a tangential benefit that should be recognized and appreciated. It is probable that many youngsters could be encouraged to develop basic academic skills through one of the living arts programs.

Even if judged on its own basic purpose of providing opportunity for youngsters to identify, nurture, and evaluate their interest in the living arts, the program is of tremendous importance to the Dayton Public Schools. If education is appropriately a vehicle for the transmission of the culture, then the living arts program is certainly the driving force providing vehicular power. It would be difficult to imagine a more powerful force for motivating learning than is in evidence at the learning arts center.

Serious consideration should be given the possibility of creating a comprehensive living arts school in conjunction with the proposed civic art center development being discussed by other agencies. Such a school would enable talented art students to refine their skills to a professional level while completing school graduation requirements. This school would not replace the living arts center but rather provide quality education for those students who show exceptional creative ability in the arts. It should be open to students from the entire metropolitan area on a tuition basis.

Additionally, the Board of Education should consider the development of living arts centers in each administrative unit to service the elementary age children. There presently exist a variety of educationally obsolete facilities that could be rennovated to serve as living arts centers.

RECOMMENDATION 5 - IT IS RECOMMENDED that the Board of Education designate one school in each administrative unit as a magnet school for the entire district at a particular level.

The Dayton Public Schools must develop the capacity to design, test, and evaluate emerging educational concepts. The potential to create and monitor new programs for eventual adaptation for general use throughout the system must be maximized. In addition, centers for use as in-service and pre-service locations must be provided. The magnet school concept fills this need very well.

For example; the development, refinement, evaluation and testing of continuous progress elementary programs; the study of team teaching and differentiated staffing programs; the creation of mastery learning packages are all appropriate to the concerns of an elementary magnet school.

At the intermediate level, the development and testing of appropriate curriculum, decisions on the grouping of children, considerations dealing with psychological needs of pre-adolescent children, enrichment activities and social growth should be explored.

At the high school determinations on specialized instruction, individualizing instruction, the use of sophisticated technological teaching aides, provision for differentiated learning, advanced placement, and related concerns could be resolved.

The magnet concept would encourage the staff to develop and test unique and different programs. Once tested and evaluated the programs could be incorporated throughout the system.

Ideally, the magnet school would provide opportunity for many staff members to participate by providing for periodic turnover of personnel. As particular programs are refined for use systemwide, new staff members would be invited to join in the development of different curricula. The nucleus or cadre of administrators and outstanding lead teachers would provide the stability, continuity, and leadership needed.

Students to be enrolled in magnet schools must be selected systemwide on a voluntary basis. Care should be taken to insure that the population of the magnet school approximates the systemwide student population in terms of ability, socio-economic, cultural, and ethnic compositions. The potential of the magnet concept is unlimited and could provide great implication for future educational program.

> RECOMMENDATION 6 - IT IS RECOMMENDED that the Board of Education seriously consider the reorganization of the vertical structure of the school system from the present K8-4 to a K5-3-4 pattern.

Changing the present structure will provide several advantages to the students of the school district. Most importantly, it will enable the development of an educational program specifically geared to the educational needs of the pre-adolescent child. Educators have long recognized the need to group children according to level of maturity in order to create appropriate environments for learning. Staff, especially trained to deal with pre-adolescent youngsters could work very closely in the preparation of program. Special facilities, i.e., art, homemaking, practical arts, music could be provided to enrich the program of education. Disruptive tendencies resulting from too wide an age span or too sophisticated interests could be minimized.

The staff of the Dayton Public Schools indicated overwhelming support of such a reorganization and were most eager to proceed in its development.

Rather than moving immediately into a complete reorganization, the Survey Staff suggests a five year plan for the transition to occur. This will give ample time for program development, testing, and evaluation to proceed. In addition it will allow for the rennovation of buildings to be planned and completed before the change is implemented. The suggested plan for implementation considers projected enrollment, locations, and capacities of schools to be converted. It is presented by administrative unit.

Administrative Unit 1

Step 1 - 1971-72 school year

- a) Convert Miami Chapel to 6-8 intermediate school
    - 1) transfer 4th and 5th grades from Miami Chapel to Whittier and Irving
    - 2) transfer 6th, 7th, and 8th graders from Whittier to Miami Chapel

Step 2 - 1973-74 school year

- a) Convert Cleveland to 6-8 intermediate school
    - 1) transfer K-5 students from Cleveland to Lincoln, Horace Mann, Belmont

2) transfer 6-8 students from Lincoln, Horace Mann, part of Belmont to Cleveland.

b) Convert Eastmont to 6-8 Intermediate School

1) transfer K-5 students from Eastmont to Louton, Grant, Belmont

2) transfer 6-8 students from Louton, Grant, part of Belmont to Eastmont.

Step 3 - 1975-76 school year

a) Convert Emerson to 6-8 Intermediate School

1) Transfer K-5 students from Emerson to Huffman, Ruskin, Patterson

2) Transfer 6-8 students from Huffman, Ruskin and Patterson to Emerson

b) Convert Waggaman to 6-8 Intermediate School

1) Transfer K-5 students from Waggaman to Highview, Troy, Whittier

2) Transfer 6-8 students from Highview, portion of Miami Chapel to Waggaman

3) Transfer 6-8 students from Irving to Miami Chapel

Administrative Unit #2

Step 1 - 1971-72 school year

a) Convert Fairport to 6-8 intermediate school

1) Transfer K-5 students from Fairport to Cornel Heights and Gettysburg

2) Transfer 6-8 students from Cornel Heights and Gettysburg to Fairport

b) Convert Meadowdale to 6-8 Intermediate School
   1) Transfer K-5 students from Meadowdale to Valerie, Shoup Mill and Shiloh
   2) Transfer 6-8 students from Valerie, Shoup Mill and Shiloh to Meadowdale

Step 3 - 1975-76 School Year

a) Convert Belle Haven to 6-8 Intermediate School
   1) Transfer K-5 students from Belle Haven to Ft. McKinley, Hickorydale, and Gettysburgh
   2) Transfer 6-8 students from Ft. McKinley and Hickorydale to Belle Haven
   3) Transfer a portion of 6-8 students from Fairport (from Gettysburgh area) to Belle Haven
   4) Transfer 6-8 students from Loos to Fairport and Meadowdale

b) Convert Westwood to 6-8 Intermediate School
   1) Transfer K-5 students from Westwood to Residence Park, Gardendale, McNary, Residence Park Primary (Some adjustments to balance enrollments throughout administrative Unit #2 will be needed)
   2) Transfer 6-8 students from Gardendale, Residence Park and McNary to Westwood

Administrative Unit #3

Step 1 - 1971-72 school year

a) Convert Orville Wright to 6-8 Intermediate School

1) Transfer K-5 students from Orville Wright to Franklin and Kemp
2) Transfer 6-7 students from Franklin and Kemp to Orville Wright

Step 2 - 1973-74 school year

- a) Convert Jefferson Elementary to 6-8 Intermediate School
    - 1) Transfer 3-5 grade students from Jefferson Elementary to Longfellow and Edison
    - 2) Transfer 6-8 students from Hawthorne and Longfellow to Jefferson
    - 3) Transfer K-5 students from Hawthorne to Longfellow and Jefferson Primary
    - 4) Phase out Hawthorne
- b) Convert McFarlane Elementary to 6-8 Intermediate School
    - 1) Transfer K-5 students from McFarlane to Weaver, Grace Green, and Edison
    - 2) Transfer 6-8 students from Weaver, Grace Green, and Edison to McFarlane

*Step 3 - 1975-76 school year

- a) Build addition and convert McGuffy to 6-8 Intermediate School
    - 1) Transfer K-5 students from McGuffy to Allen and Webster
    - 2) Transfer 6-8 students from Allen and Webster to McGuffy
- b) Convert Brown Elementary to 6-8 Intermediate School
    - 1) Transfer K-5 students from Brown to Van Cleve and Loos
    - 2) Transfer 6-8 students from Van Cleve and Loos to Brown

*Long Range 10-15 years -- Kiser High School should be converted to Intermediate School with a new 1,000-1,200 student high school planned to serve

Kiser area plus future annexations to the north.

RECOMMENDATION 7 - IT IS RECOMMENDED that the Board of Education aggressively pursue the expansion of vocational education programs for the Dayton Public Schools.

The school district has submitted a comprehensive vocational education plan to the state department of education. This plan is a well founded program for extending vocational education opportunity throughout the Dayton Public Schools. The Survey Staff has not participated in the development of the vocational education plan other than to monitor and review programs as they have been conceived. Any direct involvement would have been unnecessary for the variety of human resources utilized encompassed the depth and breadth of the vocational education arena.

The dispersal of selected programs to the administrative units and local high schools will extend vocational education to a much larger audience. In addition, the judicious selection of locations for particular programs will provide for greatly expanded adult and evening program capacity.

The proposed expanded role for Patterson CO-OP High School as a system wide institution also provides greater diversity of program. Coordination of curricula provided at Patterson with the technical programs offered at Sinclair Community College will enhance the opportunity for students.

RECOMMENDATION 8 - IT IS RECOMMENDED that the Board of Education continue to emphasize and expand the early childhood program of quality education.

As was mentioned in the Plan Concepts, there exist in our society significant numbers of children who, for a variety of reasons, will not be able to function normally in the school milieu unless and until certain basic needs are identified and provided for. These children are automatically excluded from the mainstream of academic success because of external forces which operate to their detriment. Quite often health, nutritional and psychological needs are compounded by a severe lack of verbal communications skills which render traditional programs completely ineffective and counter productive for these children.

The Schome or school-home concept as introduced earlier is an effort to mount a coordinated approach to the resolution of such learning difficulties. With early involvement in organized educational programs, many of these children can be readied to participate and profit from the on-going program. Without such preparation, such children have little or no chance for success and will remain non-productive citizens over their lifetime. Therefore, the alternative to early childhood education serves to increase and extend the social burden on the society. The educational system cannot afford to ignore the educational needs of significant numbers of children. Resources must be found for early childhood education.

RECOMMENDATION 9 - IT IS RECOMMENDED that the Board of Education support the expansion of the community school concept.

Educational needs are not automatically confined to school age children. Indeed, many of the needs exhibited by school children are manifestations of deeper, more debilitating needs of parents. The use of the school as a focal point in the resolution of a great number of educational needs is a most appropriate activity.

Typically the school houses a daytime educational program for children and then becomes a dark, forebidding structure for the other 16 hours of the day. Return on the capital investment is really quite limited unless the institution can be made a part of the community and fully utilized throughout the year. Facilities and equipment, already in existence, that could provide significant resource for important community education programs must be made available. Incidentally, the financial implications of such efforts are very small when compared to the total cost of the ongoing program. Utility costs increase slightly and personnel expenditures rise according to the types of programs that are needed. It is possible to provide such opportunity with minimum allocation in terms of human and material resources. Dayton, with its community school effort already initiated, has the exciting potential to dramatically provide many educational options to the citizens of the school system.

GROUP 3 - FACILITY NEEDS OF THE DAYTON PUBLIC SCHOOLS

The Survey Staff has conducted an extensive evaluation of existing facilities of the Dayton City School System. The general condition of the physical plant and the historic excellence of the maintenance program have served to complicate decisions concerning facilities. While the demographic reality of the city suggests some shifting in population density, the general condition of the physical plant and evidence of recent investment in upgrading and rehabilitating school facilities makes any massive phasing out of existing schools unrealistic. At the same time, it must be recognized that while most of the physical plant is in good state of repair, its educational adequacy leaves something to be desired. Emerging educational programs require different kinds and qualities of spaces. In addition, new and different programs require new and different space allocations, i.e., vocational education, early childhood education, instructional materials centers, community school programs, outdoor education, and so on.

The Appendix to this report provides a building by building assessment of the physical plant. Also included in the Appendix is a building by building listing of rehabilitation items that will serve to provide adequate facilities with which to conduct present programs. In general the recommendations concern themselves with the health and safety of children as well as the provision of appropriate spaces and environment to conduct the program of education as identified by the Dayton staff. This includes provision for:

1) Instructional materials centers at each building
2) Adequate physical education facilities at each building
3) Separate homemaking and industrial arts facilities at the elementary level
4) Provision for art and music at the elementary level
5) Adequate classroom space and appropriate classroom environment
6) Some concern for program expansion at the secondary level, i.e., vocational education

7) General rehabilitation needs i.e., offices, corridors, electrical capacity, heating, etc.

It is important that the Board of Education recognize that as educational planning proceeds and as program decisions are made, certain shifts in priority will occur. Therefore, the Survey Staff urges consideration of individual projects as a result of careful planning and in light of emerging data on population, need, and long term effect.

Following are a list of recommendations which will provide planning parameters when placed along side the building by building considerations listed in the Appendix.

> RECOMMENDATION 1 - IT IS RECOMMENDED that the Board of Education initiate an orderly, systematic procedure for identifying and procuring new school sites and for the addition of badly needed land to existing sites.

While it is recognized that it is unrealistic to expect that sub-standard sites can be immediately expanded to appropriate size, these deficiencies must be of prime concern and their resolution must have a very high priority. Site adequacy in the urban center is often a most difficult problem. However, over a period of time partial solutions can be implemented.

There are only three high school sites in Dayton that can be considered adequate. These are Dunbar, Meadowdale and Roth. The Belmont site is next in adequacy with Kiser, Fairview, W. Wright and Stivers also quite minimal. The Roosevelt, White, and Patterson sites are totally inadequate by any standard used. Although site expansion in the urban center is often prohibitively expensive, efforts toward such expansion must be constantly expended. As normal vacancies occur near a particular site, the Board of Education must have the capacity to procure such property in order to eventually provide at least minimal land.

At the elementary level there are presently fourteen sites of less than three acres, nine sites from three to five acres, and seven sites from five to seven acres. It is therefore crucial that site concerns become a high priority item for the Board of Education and that every effort be given toward the resolution of such problems.

RECOMMENDATION 2 - IT IS RECOMMENDED that the Board of Education authorize the planning of expanded vocational education facilities throughout the entire district.

The vocational educational plan as presented to the state department of education calls for a dramatic increase in the amount and type of facilities for vocational education. The Survey Staff concurs with the intent of the plan and urges that appropriate planning proceed immediately. This includes not only program planning but also facility planning leading to architectural planning for early construction of facilities.

RECOMMENDATION 3 - IT IS RECOMMENDED that the Board of Education proceed with the planning needed for rehabilitation and renewal of existing facilities.

As noted in the Appendix, extensive rehabilitations are required to enable the facilities to continue to serve the educational program of the Dayton Public Schools. Planning for those projects must begin soon to insure an orderly approach to such work. Planning must include preparation for special programs, i.e., magnet schools, unique programs, early childhood education, community school programs, etc.

RECOMMENDATION 4 - IT IS RECOMMENDED that the Dayton Board of Education approve the rehabilitation of certain schools to serve as intermediate (6-8) schools.

The proposed organizational change as outlined in the preceeding section will require extensive remodeling and/or addition to certain schools to provide adequate facilities for intermediate school programs. The Survey Staff has suggested a phasing of the transition to provide time for program development, testing of program, planning of facility changes, and actual construction.

RECOMMENDATION 5 - IT IS RECOMMENDED that the Dayton Board of Education participate in the development of the Civic Center Complex as a partner with the other agencies.

The exciting potential of the proposed Civic Center development as a contributing resource to the total educational thrust of the Dayton Metropolitan area requires the participation of the Dayton Board of Education. Several possible programs are quickly engendered as a result of a Civic Center development. Among them are:

1) A performing arts academy
2) Expanded living arts programs
3) Adult arts program
4) Cooperative programs with other agencies
5) Community planned and supported programs

6) Multiple school district cooperation

RECOMMENDATION 6 - IT IS RECOMMENDED that the Dayton Board of Education allocate a portion of its resources to the construction of modular (systems) buildings to resolve particular conditions of over-crowding as they occur in sections of the city.

The development of modular buildings, to be quickly and efficiently constructed where there is particular need, would serve to resolve urgent capacity problems. These units should be planned to serve particular areas but should be easily convertible to non-school use as enrollment pressures ease. Such modular buildings would ideally serve as early childhood centers (Schomes), elementary units, or house special educational programs. With the development of such a building system, the Dayton Public Schools could very quickly meet unexpected enrollment bulges wherever they occur.

FINANCING THE EDUCATIONAL FACILITIES PLAN

As indicated in the Finance Section of this report, the Survey Staff favors combining a pay as you go program with a bond issue to finance the total program. It is possible under such an approach to provide very crucial facilities quickly (Bond Issue) while continuing an orderly rehabilitation and maintenance program. This approach also provides for best distribution of costs with amortization of new facilities spread over a longer period. Therefore the following recommendations are presented.

RECOMMENDATION 1 - IT IS RECOMMENDED that the Board of Education present a bond issue of $11,000,000 for approval to the electorate of the Dayton City Schools at an early date.

A general distribution of the proposed bond issue is as follows:

a)	Vocational Education	$ 8,000,000
b)	Modular Buildings	2,000,000
c)	Civic Center Participation	1,000,000
	TOTAL	$ 11,000,000

Projected millage requirements for such a proposal would be approximately .8 mills on a 23 year issue. As existing outstanding obligations are retired, the revenue could be applied to the proposed issue maintaining a rather stable tax requirement. Such financial planning would also provide for future bonding capacity as the need arises.

RECOMMENDATION 2 - IT IS RECOMMENDED that the Board of Education submit a 6-year 1.75 mill tax levy to the electorate for approval for the purpose of facility renewal and rehabilitation.

A suggested distribution of the revenue produced by such an effort is as follows:

a)	Intermediate School Conversion	$ 4,500,000
b)	Rehabilitation	6,000,000
c)	Sites and site development	1,000,000
	TOTAL	$ 11,500,000

These funds should be pegged for the above named efforts and not be utilized for any other purpose. It would be appropriate to shift from one category to another as specific plans are developed during the six year period. This procedure should adequately provide for the most pressing facility needs for the immediate future.

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A LOOK TO THE FUTURE: PROGRESS THROUGH FACILITY EVALUATION AND PLANNING

A Report for the Superintendent
and Board of Education

Dayton, Ohio

EA 003 298-Appendix

EDUCATIONAL FACILITIES
EVALUATION

APPENDIX

DAYTON CITY SCHOOL DISTRICT

Educational Administration and Facilities Unit
College of Education
The Ohio State University
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Evaluation of Present Facilities

Each school within the Dayton district has certain characteristics and features which distinguish it from other buildings. These features are discussed in this section of the report. The schools will be listed in alphabetical order following the new organization of dividing the district into three Administrative Units. There will be a brief statement describing each school. Since this particular study is dedicated primarily to the improvement of school facilities, the following comments will include factors which need improvement. The report will first center on describing the elementary schools, with the description of the secondary facilities following.

Elementary Schools - Administrative Unit 1

Belmont: The Belmont Elementary School complex is composed of two separate buildings, the original structure being constructed in 1894 with the larger building where most classes are conducted constructed in 1926. The 1894 building which is designated as the annex is not capable of providing the needed teaching-learning atmosphere. There are plaster ceilings, wooden floors, wood wainscoting in rooms, and the electrical service is poor with only one electrical outlet per room; toilet facilities are quite poor, the building is not fire resistant and the plaster is falling in certain sections. The 1926 building is in much better condition than the older structure yet is quite limited in some respects in providing the proper spaces for certain types of in-school experiences.

- The general classrooms in the school are quite small and tend to impede the variety and diversity of experiences available to the students. There are wooden floors, plaster ceilings and limited electrical outlets.
- The room designated as the science facility is inadequate; it is too small, lacks adequate storage space, and other accouterments necessary for an adequate science program.
- The industrial arts room is good. It is spacious and has been well equipped. It is one of the best industrial arts facilities in the district.
- The physical education plant is minimal to poor. The gymnasium itself is small and tends to inhibit the program. The locker rooms are totally inadequate, much too small for the number of children required to dress and shower at any given time.
- The learning center should be adequate to meet the needs of the students in this particular building. This is a facility that is being developed by converting other spaces for this purpose.
- The auditorium appears to be adequate in size considering the present enrollment. There are two pianos and one organ which were contributed by the community. The lighting is inadequate.
- The electrical service to the school is inadequate.
- Instrumental music is taught on the auditorium stage which is not adequate for such instruction.
- The art room is inadequate; the size is poor, there is no sink in the room and the storage space is very limited.

- This school is one of the few that provide separate home economic experiences spaces. The provision of separate home economics and industrial arts spaces encourages the development of a more comprehensive program in these areas.
- The general offices appear to be adequate although the principal's office is very small and is crowded when two people are in the room.
- The site of 6.52 acres is minimal to inadequate for an elementary school of this size.

Cleveland Elementary School: This building was originally constructed in 1917 and since that time has had four additions, 1921, 1926, 1956, and 1967. It has a present enrollment of 1,290 students, making it one of the largest elementary schools in the district.

- The site of 4.97 acres is totally inadequate for a school having such a large enrollment.
- The general office area has been newly renovated and is adequate. The counseling area and the health clinic are located adjacent to the general office spaces: rating - adequate.
- The learning center is contiguous to the general office and although newly developed is inadequate in terms of ample size to facilitate the experiences of children in a school of this enrollment.
- Control of heating in the basement of the old sections appeared to be lacking. The temperature in this particular section of the building was exceedingly high thus presenting some environmental problems for students and staff.

- There was evidence of leakage in the roof outside the newly renovated office area.
- The lavatories in the old building have been renovated. The terperature in the lavatory is very high.
- The general classrooms in the school vary depending upon which addition is being evaluated. The rooms in the new sections are adequate, those in the old building are limited in terms of acoustics, having wooden floors and needing a coat of paint which would improve their appearance.
- The pentagon area used for team teaching is very good. There is a central resource center, desks for teachers, space for audio-visual equipment, and lavatories. This particular area is conducive to learning.
- The industrial arts rooms apparently are converted shower rooms. The conversion was inadequately done and this facility receives a minimal to poor rating. There is no ventilation system to carry out dust created by the use of shop machinery.
- The latest addition to the building was a multi-purpose room, rated as good.
- The old gymnasium is used as a lunchroom for those students who eat in school.
- The vocal and instrumental music facilities are a single facility. located in the old building. The facility is rated as adequate for vocal music to minimal for instrumental music.
- The art room is inadequate in size but the provision for water is poor.
- The home economics facility is inadequate.

Eastmont Elementary School: The Eastmont Elementary School, located on the far east side of the district was constructed in 1955 with additions in 1958 and 1967. The school is located on a site adjacent to city park land and has its own site of 14.64 acres, making it quite adequate in terms of outdoor space provisions. The building being relatively new appears to be quite adequate in construction and aethetics.

- The instructional spaces in this school are all quite adequate.
- The science laboratory in this building is very good when compared to the provisions in other schools.
- The home economics and industrial arts programs are required to utilize one facility which impedes the effectiveness of these programs for older children.
- The multi-purpose room is adequate in terms of prescribed usage.
- The learning center is a converted classroom somewhat limited in size; however, there is additional space provided by using another classroom as an overflow and storage room from the learning center.
- There are no cafeteria facilities in this building as all children go home for lunch.
- Vocal music and instrumental music utilize a converted classroom for this activity and it is adequate, with the exception of location.
- The art room is adequate.
- Eastmont Elementary Schools seems to be adequate in all respects in terms of providing a facility to meet the needs of the students living in that area.

US Grant Elementary School: The US Grant Elementary School was constructed in 1936 with additions in 1949, 1952, and 1955.

- The site size is inadequate, consisting of only 4.50 acres.
- The general classrooms throughout the building are rated as adequate although the rooms in the newer sections are more conductive to learning than those in the older building. The classrooms in the older building have wooden floors and are limited in terms of providing electrical outlets.
- The industrial arts room is inadequate in size, furnishings, special equipment and storage.
- The learning center is quite adequate in size. There is also a library adjacent to the learning center which enhances this facility and contributes to its good rating.
- The dining area for students is a classroom designated for this purpose. This situation is not as good as should be expected.
- Instrumental music is rated as minimal to poor having wooden floors and plaster ceilings.
- The teachers' lounge, a converted classroom, should be remodeled to provide an atmosphere conductive to relaxation and material preparation.
- The ventilation in the general office area requires improvement.

Highview Elementary School: This building was originally constructed in 1951 with additions in 1953 and 1954. The present enrollment is approximately 766 students and the building is located on a site of 8.52 acres. The physical structure of the building appears to be in good condition and the maintenance program has also been good. The site of 8.52 acres is rated as minimal. There is an additional 25 acre plot to the rear of the school building which is utilized for an extensive outdoor education program.

- In an effort to provide hot lunch service to other schools, a room in this building is being converted to a kitchen where the food will be prepared and transported in electrified carts to other schools. Another classroom is being converted for refrigeration and storage to supplement the space used for cooking purposes.
- A breakfast program is in effect in this building and presently the book room serves as a dining area for the students.
- The general classrooms are rated as adequate.
- The physical education facility is rated as adequate with the exception that the lighting is minimal. One classroom is presently being used for swimming instruction. A portable swimming pool has been installed in this room and it is evident that it was not designed for a swimming pool. The tile on the floor is beginning to curl, the paint on the walls is beginning to peel as a consequence of the high humidity. The room is rated as poor, although the idea is good.
- There are no cafeteria facilities in this building. The children remaining for lunch eat in designated classrooms.
- The library facility or learning center is rated as minimal in size, furnishings, storage, and poor in work area.
- The home economics and industrial arts programs are combined into one space and are rated as minimal to poor.
- The general offices are rated as adequate.

Huffman Elementary School: This building was constructed in 1875 with additions in 1922, 1964, and 1967. It presently accommodates an enrollment of 984 students.

- The site of 2.51 acres is totally inadequate.
- The general classrooms are rated as minimal because of limited size.
- The industrial arts spaces are rated as minimal in size, furnishings, storage, location, floor and lighting.
- The gymnasium is rated as minimal to poor in size, minimal in equipment, poor in acoustics and lighting with a minimal rating in the flooring, storage and locker spaces.
- The library or learning center is given an minimal rating, because of limitations in size, storage and work area.
- The auditorium is rated as minimal in size, poor in location, poor in equipment, minimal in audio visual facilities and poor in stage qualities.
- There are no vocal and instrumental music spaces as such.
- The art room is rated as adequate.
- The team teaching facility, the most recent addition is good.
- The teachers' lounge is rated as good.
- The general offices are in the process of being remodeled and from the evidence will be rated as good.

Irving Elementary School: The Irving Elementary School was constructed in 1922 with additions in 1926, 1954, and 1958. The 1969-70 enrollment is approximately 682 students. The overall appearance of the building is very discouraging with ample evidence of a very poor maintenance program.

- The general classrooms throughout the building are adequate in size yet are not conducive to a good learning-teaching situation because of the need for painting and general improvement. The general classrooms in the original section have plaster ceilings and wooden floors which produce limited acoustical quality.
- The industrial arts space is adequate in size, yet minimal in furnishings, special equipment and storage.
- The physical education plant is in despicable condition. The old lockers are rusted with doors missing and the shower facilities are so poor that the teacher refuses to have the youngsters take showers. This condition should not be allowed to continue.
- The dining facilities for students are totally inadequate although over 300 children eat lunch in school everyday. There is also a breakfast program.
- The auditorium is adequate in size yet very poor in other areas such as lighting, floor covering, equipment, audio visual facilities and staging. The stage is dirty, the walls of which are in dire need of paint.
- The home economics room is rated as minimal to poor with the size being poor and equipment location storage and arrangement being minimally rated.
- The art room is rated as adequate although such improvements as painting to improve the environment is needed.
- The library or learning center facilities are in need of improvement.

Kennedy Elementary School: Upon completion of the addition presently under construction, the Kennedy School will have one of the outstanding facilities of its type in Ohio if not the nation. Special needs of deaf children have been incorporated into this facility and an outstanding program for these special students are the result.

Proper attention to details, i.e., lights that indicate fire warning rather than horns; one-way glass for observation purposes, lighting equipment, etc. all contribute to the potential of this facility.

The cafeteria area is a fine service facility and is important because of the large geographic area that the school serves. The enwalled tables add flexibility to the dining facility and add another instructional space.

The Lewton Elementary School: The Lewton Elementary School located on a site of 10.19 acres was originally constructed in 1921. Since that time three additions have been completed, 1952, 1964, and 1958. The present enrollment is 541 students.

. The size of the site on which this building is located is rated as adequate.

. The general classrooms are rated as adequate in the new section and minimal to poor in the original structure.

. The multi-purpose room is adequate in size yet rated minimal in equipment and acoustics, poor in lighting, and adequate in flooring. The tile glued to the ceiling has begun to fall away in sections.

. The library is totally inadequate in terms of meeting the diversity of needs manifested in the desired program.

- There are no cafeteria facilities in this building; children are fed in the multi-purpose room resulting in a loss of physical education instruction time.
- The vocal music facility is rated as minimal in size, location, equipment and acoustics.
- The instrumental music facility is rated as poor. This facility is shared with the PTA and is used as a part-time kitchen-cooking facility.
- The art facilities are rated as adequate to minimal with a classroom being converted to this purpose. The storage for art materials is located down the hall where the space is shared with the music room.
- The home economics and industrial arts program share the same facility; thus resulting in a minimal program for older children.
- The teachers' lounge is quite inadequate in location, size, equipment and environment.
- The kindergarten room is rated as minimal in size.
- The general offices are rated as poor, being very small in size.

Lincoln Elementary School: The Lincoln School was originally constructed in 1927 with additions provided in 1957 and 1964. The present enrollment is 1,023 students housed on a site of 5.02 acres. The general classrooms have been rated as adequate to minimal yet the combining of two former classrooms into one space for team teaching is rated as good. All classrooms with the exceptions of the 1967 addition have wooden floors.

- The industrial arts and home economics programs are combined into one facility, thereby minimizing the effectiveness of the programs offered for older children.
- The physical education facilities are rated as good in size and adequate in all other respects with the exception of the shower room facilities which should be upgraded.
- The learning center which is a converted library appears to be adequate in most respects with the environment receiving a good rating.
- The cafeteria has been converted, in part, to classroom space leaving less space for eating purposes. Most of the children are required to go home for lunch, the exception being those who live too far from the school site.
- The auditorium is rated as good to adequate in all respects. The instrumental music facility is rated as minimal as the students are required to receive their instructions on the stage of the auditorium.
- The general office space is probably the most inadequate in the entire district. However, this situation is being rectified with one classroom being taken over to expand the general office facilities.

The Horace Mann Elementary School: The Mann building located on the southeast side of the school district was constructed in 1954 and has only one addition which was completed in 1957. The facility presently houses 368 students on a site of 11.22 acres. There is a city park adjacent to the school thereby increasing the availability of space for outdoor education activities.

- The general classrooms in this building are rated as adequate in all respects.
- The multi-purpose room is adequate to meet the needs of the enrolled students with the exception of the acoustics and lighting which are rated as minimal. An added feature in this particular multi-purpose room is the provisions of lavoratories for spectators.
- The learning center is rated as adequate for presently prescribed needs. However, an increase in the diversity and variety of experiences required for students will render this facility inadequate.
- There are no cafeteria facilities in this school. The students eat in designated classrooms.
- The classroom being used for instrumental music is located adjacent to academic rooms thus providing an unnecessary noise factor for classroom teachers.
- The art room appears to be adequate in most respects, however, the use of desks rather than tables tends to inhibit the quality of the program.
- The industrial arts and home economics program are conducted in a single space thus reducing the effectiveness of these programs.

Miami Chapel Elementary School: This building houses students in grades 4 through 8 and is located on a site with the Louise Troy Primary school. The total site size is 19.4 acres. This particular building was constructed in 1957 with additions in 1958 and 1966.

- The general classrooms are considered as adequate in most respects.
- The rooms used for special education are totally inadequate. This program is being conducted in a room one-half the size of a normal classroom.
- There are only two television outlets in the entire building.
- The industrial arts and home economics programs are conducted in separate spaces thereby enhancing the quality of experiences received by the students.
- The physical education facility in general is rated as adequate. However, the space allocated for the physical education teacher in terms of storage of equipment and placement of his own personal belongings is totally inadequate. Storage space and equipment is scarce.
- The learning center is not adequate for the types of experiences required by students in this age range. The size of the learning center is rated as minimal as well as the environment and storage space. The work area is rated as poor.
- The vocal music room is rated as adequate. The primary music teacher and instrumental music teacher share a common space.
- The spaces assigned to the art teachers is rated as minimal to poor. The primary art room is totally inadequate in size and is a real hardship on the teacher and the students. The art room for the older students is rated as minimal.
- The general office space is not adequate for the personnel required in this building. The counselor's office is located across the hall from the general offices and provides for no privacy when counseling

with individual students. The nurse shares her space with the administrative intern and the community school coordinator.

Patterson Elementary School: Patterson Elementary School was originally constructed in 1890 with additions in 1922 and 1954. It presently houses an enrollment of 594 pupils on a site of 3.27 acres. The Kennedy School for the deaf children is located within this structure and a new addition is in the final stages of construction.

- The overall site is totally inadequate.
- The general classrooms in the old building are rated as poor, those in the new section are rated as good.
- The physical education facility is rated as good to adequate.
- The learning center is rated as minimal in size, yet adequate in other respects.
- There are no cafeteria facilities provided in this building.
- The auditorium with a balcony is rated as adequate.
- The art facility is rated as minimal in size yet adequate in all other respects.
- The general offices is rated as adequate.
- The original section constructed in 1890 is not fireproof and appears to be very difficult to maintain because of the inherent deficiences in such old structures. Metal ceilings constantly peel and the wooden floors and wainscot require constant attention.

Ruskin Elementary School: The Ruskin building was constructed in 1883 with additions in 1930, 1955 and 1966. The present facility houses 902 students on a site of 2.03 acres.

- The site size is rated as inadequate.
- The general classrooms are rated as adequate with provisions that certain rehabilitative improvements be made in the older sections.
- The industrial arts facility is rated as minimal in size, furnishings and special equipment and adequate in all other respects.
- The physical education plant is rated as adequate in all respects except lighting which is rated as minimal.
- The learning center is rated as minimal in size, storage and work areas and adequate in location, furnishings and environment.
- The art facility is rated as minimal in size.
- The home economics facility is rated as adequate in all respects.
- The general offices are rated as good in all respects.

Louise Troy Primary School: This building was constructed in 1957 with additions completed in 1958 and 1966. There is an enrollment of 601 students on a site of 19.4 acres which is shared with the Miami Chapel Elementary School. The general appearance of the building is quite adequate.

- The general classrooms in this structure are adequate.
- Physical education in this particular building is conducted in a regular classroom and is considered less than adequate. The basic program is that of body management.
- The learning center is just being developed and the room is minimal in size and furnishings, environment and storage. The work area is rated as poor and there is a need for continued expansion of this facility.

- The cafeteria is shared with the Miami Chapel School. The sharing of these facilities presents some problems in terms of arranging to feed all of these children within a given period of time.
- The vocal music room is a regular academic classroom converted to this purpose and is shared with the speech teacher.
- The art facility shares space with the parent resource teacher and is also a part of the parent center.
- The kindergarten and pre-school education rooms are rated as good to adequate.
- Other agencies share facilities in this school; Model City offices are located here; social workers have small offices located off the auditorium, and the follow through office is located in this building and it is also inadequate; and the office equipment room is shared with the custodian.

Whittier Elementary School: Located on the Southwest side of the city. It was constructed in 1916 with additions in 1953, 1955, and 1956. The present enrollment is approximately 703 students on a site of 4.58 acres. The school district is in the process of renovating this particular building with new windows being installed.

- The general classrooms in the newer sections are rated as adequate while those in the older section are rated as minimal. The floors and acoustics in the classrooms of the older buildings are rated as poor.
- The industrial arts and home economics programs are presently using one facility which gives this particular aspect of the program a minimal to poor rating for older students.

- The physical education facilities are new and rated as good. The old gymnasium located in the basement is presently not being used for any real programs; being a catch-all kind of facility at present.
- The learning center is newly renovated and is rated as adequate in most respects; however, as in most learning centers throughout the system the size of the facility is limited.
- There are no cafeteria facilities in this building. Those children remaining at school for lunch eat in a hallway adjacent to the new multi-purpose room.
- Vocal music is in a self-contained room rated as adequate in all respects with the exception of acoustics which are rated as poor.
- Instrumental music is taught in a kindergarten room not being fully utilized.
- The art room is presently housed in a regular academic classroom. Presently there are no sink facilities, no 220-volt outlet, thereby restricting the effectiveness of the art program.
- The general offices have been renovated and are rated as good.
- The counselor's office is located in the general office suite and the nurse's clinic is located just off the learning center; this too has been recently renovated.

Wogaman Elementary School: This building was originally constructed in 1926 with an addition provided in 1965. Presently the school houses an enrollment of approximately 961 pupils on a site of 10.15 acres. The structure appears to be generally sound throughout and the outdoor play space has swings, climbing apparatus and basketball backboards. There is evidence that students have been breaking the glass block in the building, giving it a rather unpleasant appearance; some thought should be given to replacing the glass with brick or concrete block.

- The general classrooms in the original section appear to be adequate in most respects with the exception of the floors which are wood and plaster ceilings, resulting in a poor rating. The classrooms in the newer section of the building are rated as adequate.
- The physical education facility has to be rated as poor. This is not a multi-purpose room but a separate gymnasium facility, constructed when the original building was completed. The facility is rated poor in size and equipment, in lighting and in terms of floor quality. There is evidence that termites may be causing structural damage in the floor.
- The learning center is rated as minimal to poor in size, furnishings, environment, storage, work area, and ceilings.
- There is no cafeteria in this school and the youngsters who remain for lunch eat in the Home Economics room.
- The auditorium is relatively small and perhaps in future planning could be utilized for more beneficial types of educational experiences, particularly if a new gymnasium-multi-purpose room were constructed on the site.
- The vocal music room is located adjacent to academic classrooms and thus is rated as poor in this respect as well as in acoustics.
- Instrumental music is rated as minimal due to the place of instruction on the stage of the auditorium.

- The art room is rated minimal to poor in size, location, equipment and storage. The art kiln is located in the basement, and the sink area is inadequate.
- Industrial Arts and Home Economics are combined into one facility thus having a restricting effect on the quality of program. The rating for this particular facility is minimal to poor.
- The teachers' lounge is inadequate in terms of size, environment, and lavatory facilities.
- Some primary grade children are in classrooms in a section of the basement that is most inadequate; these rooms should be converted to other use.

Elementary Schools -Administative Unit 2

Addams School: The Addams School was constructed in 1936 with additions completed in 1949 and 1954. There is presently an enrollment of 598 children on a site of 5.86 acres. In general the building appears to be structurally sound. The only negative aspect of the outside appearance is that of broken glass blocks, apparently done by children.

- The general classrooms in the old section of the school are rated as adequate with the exceptions of having wooden floors and plaster ceilings which are rated as poor. The classrooms in the additions are rated as adequate.
- There is a need for small-group space as the speech therapist must conduct her services in the school bookroom.

- The industrial arts room is used only for this purpose; however, it is rated as minimal in size, furnishings, special equipment and storage.
- The physical education facility is rated adequate with the exception of the lighting which is rated minimal.
- There are no cafeteria facilities in this building. Children remaining for lunch eat in their respective rooms.
- The vocal music room is rated as minimal to poor in terms of location and acoustics.
- The instrumental music facility is inadequate, being taught in a former storage area that is lacking in ventilation, equipment, lighting, acoustics, and a positive environment.
- The art room is minimal in size, equipment, and storage. The sink area is rated as poor and there are wood floors which should create a maintenance problem.

Belle Haven Elementary School: This building was originally constructed in 1954 with three additions completed in 1957, 1958 and 1964. An enrollment of 1,071 pupils is housed in this facility on a site of 9.95 acres. This site is rated as minimal to poor considering the present enrollment.

- The general classrooms are rated as adequate.
- The gymnastics room is poorly located for the type of activities prescribed for such an area and perhaps should be changed to a learning center. This facility is surrounded by academic classrooms.

- The present library is long and narrow thus presenting some special constraints on the type of activities prescribed for a library. There is very little storage and work area in this room.
- There is no cafeteria facility in this building, those children remaining in school dine in the gymnastics room.

Carlson Elementary School: The Carlson Elementary School was constructed in 1958 with an addition in 1967. The present enrollment is 615 students on a site of 17.49 acres. The 1967 addition is most innovative in design in that it is a building in the round with open spaces for academic instruction and a learning center located in the center of the circle. The utilization of the facility will have far-reaching effects on the total educational program in Dayton.

- The general classrooms in this building are rated good in the open spaces section to adequate in the original building.
- There is evidence of some leakage in the roof in some of the general classrooms.
- The Industrial Arts program is incorporated in the same spaces with Home Economics thereby receiving a minimal rating.
- The learning center though uniquely placed is rated as minimal in size.
- There are no cafeteria facilities in this building. The multi-purpose room is utilized as a lunchroom.
- The vocal music room is a part of the new addition and receives a good rating although the indirect lighting receives a minimal to poor rating.

- The instrumental music room is rated as adequate in all respects with the exception of the ventilation which is poor.
- The art room is located in the new addition and receives a good to adequate rating with the exception of minimal storage.
- The general offices are somewhat limited in space, equipment, and furnishings.

Cornell Heights: The Cornell Heights School was constructed in 1952 with additions in 1953 and 1955 and 1969. The school is located on a site of 5.89 acres with an enrollment of 885 pupils. The site is rated as poor although some effort has been made to increase the site size by blocking off a city street to enable students to get to a play area without difficulty. This particular school is overcrowded as there are second and third grade youngsters attending classes in a church across from the school. The body management room is also located in the church.

- The general classrooms are given a rating of adequate.
- Small-group spaces are needed as the reading teaching is presently working with her pupils in a storage room.
- The locker area in the physical education facility is rated as minimal because of the limited space.
- The learning center is a transportable building that has been placed on the play area adjacent to the school. The square footage allocated to this facility is good. The furnishings, environment, storage are rated as adequate whereas the work area receives a minimal rating and the location is poor.

- There are no cafeteria facilities in this building as the greater majority of children eat lunch at home. Those youngsters eating lunch at school use the art room as a dining area.
- Instrumental music is rated as minimal as this instruction takes place on the stage of the multi-purpose room.
- The art room is a converted kindergarten which would have ample storage space if the coat closets were converted to shelves. This facility is rated as adequate.
- The industrial arts and home economics are housed in a single facility thereby placing unnecessary constraints on the program. This facility is rated as minimal to poor.
- The general office area is adequate although rated minimal in size.

Drexel: The Drexel building was constructed in 1913 with additions completed in 1928, 1948, 1954 and 1956. It is located on a very inadequate site of 3.44 acres housing approximately 655 pupils.

- The general classrooms throughout the building receive an adequate to minimal rating.
- A general science facility has been established in this building and it is rated as adequate in furnishings, chalkboard, floors and lighting. However, the facility is minimal in size, acoustics, special equipment and storage.
- The learning center is rated as adequate in all respects.
- The vocal music room is rated as minimal to poor in location, minimal in equipment, and minimal in terms of acoustical treatment. Likewise, the instrumental music facility is minimal in acoustical treatment.

- The art room is rated as minimal in size, equipment, storage, water provisions and flooring.
- The general office area has been newly remodeled and is rated as good.

Fairport Elementary School: The Fairport Elementary School was constructed in 1953 with an addition in 1958. Presently the building houses 864 students on a 9.58 acre site. This site, like so many others, is rated as minimal in terms of acreage allocation. There is a rather large play area provided for outdoor educational purposes. The building is well placed on the site and gives a general appearance of being well maintained in all respects.

- The general classrooms are rated as adequate.
- The industrial arts and home economics programs are combined into one space and thus receive a minimal rating.
- The learning center is quite small in size and should be expanded.
- There are no cafeteria facilities in this building, those children remaining in school for lunch eat in a classroom which is also used for instrumental music and science.
- The art room is a converted classroom which if properly renovated for art purposes would be adequate.
- The general office area is quite adequate with the assistant principal and counselor's office being located in the suite. The office like a number of others that have been recently renovated is carpeted.
- The room used by the speech teacher is a former storage room and should be remodeled.

Fairview Elementary: The Fairview School was constructed in 1926 with additions completed in 1950, 1955, and 1966. The present enrollment is 813 students on a site of 3.57 acres. The limited site is constricting and is rated as inadequate. This particular building is still being heated through the use of coal as a combustion material.

- The general classrooms are rated adequate, minimal to poor based primarily on the size of the rooms. In the old section of the building there are five classrooms 530 square feet in size which is totally inadequate for the number of children enrolled in a class. Other classrooms are 800 square feet which is rated as minimal, and 900 square feet or over which are rated as adequate. The classrooms in the old part of the school have wooden floors, plaster ceilings, inadequate electrical outlets and lighting which is rated as minimal.
- The industrial arts and home economics are housed in the same spaces thereby receiving a minimal rating.
- This school is presently without the services of a library or learning center and this situation should be corrected as soon as possible. The gymnasium which is no longer needed for physical education activities as there is a new multi-purpose room could possibly be used for a learning center.
- There are no cafeteria facilities in this building.
- Instrumental music is being taught in the old gymnasium which would rate this facility as poor for that purpose.
- The art room is rated minimal in size and storage.
- The kindergarten is rated as minimal in size.

- The general office space is rated as poor in size and minimal in equipment, furnishings, lighting and acoustics. There is a definite need for a new office complex with space for the counselor and the nurse. The general office area could be placed in the former gymnasium area along with the learning center.

Fort McKinley Elementary School: Fort McKinley Elementary School was originally constructed in 1924 with additions in 1947 and 1955. It presently has an enrollment of 460 children on a 2.66 acre site that is rated as poor. The topography outside the entrance to the office area is sloping and creates problems for pedestrians in the wintertime.

- The teachers' lounge and material preparation room is totally inadequate. The facility presently designated as the men's restroom is terrible.
- The acoustics in the halls and classrooms of the original structure are rated as poor.
- The school is being heated through the use of coal as a combustion material.
- The general classrooms in the original structure are rated as minimal to poor while those in the later additions are rated as adequate. The first grade classroom in the basement of the old section is inadequate.
- The industrial arts and home economics programs are taught in one facility thus receiving a minimal rating.

- The physical education facilities are rated as minimal to poor. There are no lockers in the dressing room; the shower room is very poor; as a matter of fact, the students no longer take showers. The concrete abuttments and corners in the gym are considered to be unsafe for children playing. The Survey Staff would question the placing of venetian blinds in a gymnasium where balls are constantly being thrown. Storage space is totally inadequate, the trampoline is presently being stored in the coach's office.
- The library in this school is rated as poor.
- The vocal music room is rated as poor in terms of location, adjacent to academic classrooms. It is rated as minimal in size and equipment and lighting, and poor in terms of acoustical treatment.
- Instrumental music is taught in the gymnasium; a poor situation.
- The art facilities in this building are rated as poor in terms of size and storage and rated as minimal in terms of equipment and lighting. The kiln is located on the first floor whereas the art room is located on the third floor. There is only one electrical outlet in the room.
- The general office space is very limited, receiving a rating of poor. There is no conference space; the intercom system is located in the principal's office; there is no space for visitors and the secretary is severely hampered in terms of carrying out her duties. The counselor's office is very, very poor, being an old storage room.
- Body management classes are conducted in the hall of the new section.

Gardendale Elementary School: The Gardendale Elementary School was constructed in 1957 and as yet there have been no additions to the school. This building presently houses an enrollment of 242 regular students and is located on a site of 18.43 acres. The site is rated as adequate. The building has been well kept; the maintenance here being apparently a matter of pride to the custodian.

- The general classrooms are rated as adequate.
- The learning center is rated as minimal because of limited size, storage, and work area.
- There are no cafeteria facilities in this building; the children use a regular classroom for dining.
- Vocal music and art are presently using the same facilities for their program and are rated as minimal for older children.
- Instrumental music is taught on the stage of the multi-purpose room, in the TV room and sometimes in the vocal music room. This situation receives a poor rating.
- Home economics and industrial arts are taught in one space thus receiving a minimal rating.

Gettysburg Elementary School: The Gettysburg Elementary School was constructed in 1948 with additions completed in 1950 and 1952. Presently the school houses 632 pupils and is located on a 13.06 acre site. The outdoor physical education facilities are more than adequate as there is a city owned playfield adjacent to the school property. The overall appearance of the building is adequate; however, it was noted that there is evidence of leakage in the roof near the main office.

- The general classrooms are rated as adequate. However, there are problems with the doors in the rooms covering the area where coats are stored.
- The industrial arts program is conducted in a regular classroom which is also used for tutoring purposes. The desired industrial arts program if implemented would render this particular space as inadequate.
- The learning center is well equipped; however, the implementation of a program centered around such resources is hampered by the limited space allocated for the center.
- There are no cafeteria facilities in this building.
- The instrumental music is taught in a regular classroom which is also used for tutoring and various meetings.
- The art education program is conducted in a regular classroom which is too small for this purpose. Regular classroom-type desks are still being used in the art program.
- The home economics room is rated as adequate in most respects. This is also used as a storage area for art supplies and the children who remain in school for lunch dine in this room.
- The teachers' lounge is used by the speech therapist for small group activity and also is used by parents on various occasions.
- The office area is very limited in size. The machines used for office work are stored in the nurses' clinic.
- The acoustics in the music room are in need of improvement.

Hickorydale Elementary School: This building was constructed in 1957 with an addition completed in 1958. Presently the enrollment approximates 518 students and the school is located on a site of 12.07 acres. The overall rating of the building is adequate as there is ample evidence that maintenance is a primary factor in this particular setting. There is a large play area and a good portion of it is black-topped for use by the primary grade students.

- The general classrooms in this building are rated as adequate.
- The industrial arts and home economics classes are conducted in a single space thus receiving a rating of minimal.
- There are no cafeteria facilities in this building and those students remaining in school for lunch eat in two classrooms.
- The vocal music and instrumental music is conducted in the same classroom. The overall rating of this facility is minimal.
- The general office space is rated as more than adequate. The counselor's office is located in the north wing, some distance from the main office.

Charles Loos Elementary School: The Loos building was originally constructed in 1936 with additions added in 1949, 1954 and 1967. The present enrollment is 721 students and the school is located on a site of 6.41 acres which would necessarily receive a poor rating. The space allocated for outdoor activity is quite limited particularly considering the types of activities engaged in by the older students. The building appears to have been well maintained; however, the lighting in the hallways is rated as minimal.

- The general classrooms in the old section is rated adequate to minimal in size, equipment and furnishings, chalkboard, lighting, and acoustics. The wooden floors in this area receive a rating of poor.
- The industrial arts and home economics programs are conducted in a single space and it is rated minimal.
- The learning center is located in the new addition and is quite adequate in most respects. However, the addition of sky lights in the roof complicates the possibility of completely darkening this area.
- There are no cafeteria facilities in this school, those children eating in school must eat in the hallway.
- Instrumental music is taught on the stage of the multi-purpose room and receives a poor rating.
- The art facility also located in the new addition is probably the most beautiful and complete facility in the Dayton school system. This facility is rated as good.
- The general offices have been renovated and are rated as adequate.

McNary Elementary School: The McNary building is a relatively new structure, being completed in 1964. There have been no additions to this structure. The enrollments is 480 students and the site is quite limited, 1.37 acres. This particular school is located on a site which is adjacent to a city recreation playfield, thus providing outdoor space for physical education activities. Parking for the school staff is at a premium as the site does not allow space for this purpose. The general classrooms are considered adequate in terms of lighting, acoustics, storage, floors, equipment and furnishings.

However, they are rated as minimal to poor in terms of the square footage allotment. It would appear that most of these rooms are less than 300 square feet in size.

- The learning center is rated as minimal primarily because of its small size.
- Vocal music is taught in a regular classroom.
- The general office area appears to be adequate in most respects although it is somewhat limited in square footage allocation.

Meadowdale Elementary School: The Meadowdale building was originally constructed in 1957 with additions in 1962 and 1966. The school houses approximately 649 students and is located on a site of 48.08 acres which it shares with the Meadowdale High School. The building has been well maintained and being a relatively new building, shows no signs of any structural deterioration.

- The general classrooms throughout the building are rated as adequate and there is one area which has been converted to a team teaching situation with carpeting on the floor.
- The industrial arts and home economics programs are conducted in separate facilities thus receive an adequate rating.
- The physical education facility is good having a small gymnastics room located across the hall from the regular gymnasium multi-purpose room.
- The learning center is adequate in a number of respects; however, the one serious flaw is that of inadequate space.
- There are no cafeteria facilities in this building.

- The vocal music room is adequate except in the area of acoustical treatment which is rated as minimal. The same applies to the instrumental music room.
- The art room is somewhat limited in size, equipment and storage space.
- The home economics facility is rated adequate.
- The general office spaces is rated as adequate.

Residence Park Elementary School: This structure was completed in 1949 with additions in 1954, 1955, and 1956. The enrollment is approximately 745 pupils and the building is located on a site of 9.78 acres which it shares with the Residence Park Primary School. The building is structurally sound although the Survey Team noted that a significant number of windows had been broken by students. Light control in the classrooms is accomplished through the use of shades which are in very poor condition, torn and shredded throughout the building.

- The general classrooms are rated as adequate in most respects.
- The physical education facilities are adequate in most areas; however, the locker room space is very small and the shower room is built in such a way that the water flows onto the locker room floor.
- The school does not have a cafeteria; it shares a dining facility with the primary school.
- The home economics and industrial arts facility is rated as minimal because both of these programs are taught in one space.
- The general offices are adequate, however,they could be brightened significantly through the use of a brighter type of paint and perhaps some carpeting on the floors.

Residence Park Primary School: This building was constructed in 1966 and there are no additions at this time. The enrollment is approximately 386 students and the school is located on a site of 9.78 acres, shared with the Residence Park Elementary School. The overall quality of this building is good. The facility is designed in such a way that team teaching is practiced throughout.

- The open space classrooms are rated good to adequate in most respects. However, they are limited somewhat in the provision of chalkboard and tackboard. The teachers were also concerned about their need for more storage and shelf space in addition to open display space in the classrooms.
- The cafeteria serves another function in addition to providing dining space for the primary and elementary students; it is also used as a gymnasium. The facility is rated as adequate.
- The library or learning center is rated as minimal due to the limited space assigned to this purpose.
- The music and art resource teachers do not have space assigned to them for their specific purposes. Music is taught in the cafeteria and art is taught in the regular classrooms.

Shiloh Elementary School: The Shiloh building was originally constructed 1926 with additions provided in 1930, 1960, and 1969. The school presently houses 654 students on a site of 4.12 acres. The building has been well maintained. There is a house adjacent to the school which is presently being used for the teaching of instrumental music. The site size is rated as being inadequate.

- The general classrooms are rated good to minimal. Room 104 which is directly below the new teachers' lounge has a sewer line across the ceiling to the sewer outlet. This is disturbing and annoying and should be boxed in to eliminate the noise factor. Room 208 is rated as too small for housing its first grade class.
- The learning center is rated as adequate in most respects; however, it is limited in the work area.
- There are no cafeteria facilities in this building and children remaining for lunch dine in their own academic classrooms.
- The vocal music room is adequate to minimal in size and poor in terms of acoustical treatment.
- The art room is rated good to adequate in all respects.
- The industrial arts and home economic classes are conducted in one space thus receiving a minimal to poor rating.
- The general office spaces have been recently renovated and receives a rating of good.
- The teachers' lounge has been created from a regular classroom and it has been completely remodeled and receives a rating of good.

Valerie Elementary School: The Valerie school was constructed in 1966 and as yet there are no additions to this building. The enrollment is approximately 460 and the school is situated on 13.80 acre site. The school is located in an area ofDayton which is in the process of being developed for new home construction. The homes in this area are quite expensive and there appears to be a considerable amount of land as yet undeveloped. The school site itself is rated by the Survey Staff as adequate.

- The general classrooms are rated as good to adequate. The classrooms are modifiable to the extent that they be utilized for single classes or expanded to double classroom size.
- There is a multi-purpose room which is used for many purposes and has no relationship to the physical education plant. This facility is rated as good.
- The music room is rated as good.
- The physical education facilities are rated as good.
- The instructional materials center and library are rated as adequate.
- The industrial arts and home economics program is housed in a single facility which is consequently rated as minimal to poor in terms of the desired program.
- The general office space is rated as good.

Westwood Elementary School: The Westwood building was constructed in 1924 with additions in 1950, 1954, 1957, and 1960. The enrollment at Westwood is 1,461 students which makes it the largest elementary school in the district; housed on a site of 3.17 acres. There is no doubt that a school with such a high enrollment is situated on a totally inadequate site. The only compensation for this inadequacy is that the school is attached to the Westwood Recreation Center which is run under the auspices of the City Recreation Department. The concept of combining recreation and educational facilities together to reduce the duplication of facilities is good; however, it is noted that this type of arrangement has created other problems for the school personnel. The original building has new aluminum windows which were recently installed.

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- There are no exits located on the west side of the school.
- Discoloration of the ceiling tiles in the halls and in certain rooms indicate leakage problems on the roof.
- The second floor is devoid of adequate drinking fountains in the hall.
- The third floor lavatory is without ventilation, thereby creating a very unpleasant situation. This particular lavatory must serve approximately 430 children.
- The academic classrooms in the original section of the building have wood floors, plaster ceilings, and inadequate electrical outlets. The rooms on the south side of the hallway in the original building are quite small in size and must be rated as poor. The floors in a few rooms of the original structure show evidence of having weak spots; it is apparent that the wood is rapidly losing its strength. Classrooms 103, 105, 203, and 205 have only one window, yet, do not have the adequate intensity of light to compensate for the lack of sufficient natural light.
- The room used to house the industrial arts is small, resulting in placement of the machinery close to the wall. This situation limits the types of activities available to the students.
- The physical education plant appears to be adequate.
- The small gymnastics room is used for classes and the breakfast program. The Survey Team noted that a radiator in this room has been pulled from the wall.
- The learning center is totally inadequate to serve a population of over 1400 students.

- There are no cafeteria facilities in this building; the small gym is used for those students who eat lunch in school.
- The vocal music room is rated as poor in size, location, acoustics, and the availability of electric outlets.
- Instrumental music is being taught in a room located in the recreation center.
- The art room is rated as minimal in size, lighting, and storage.
- The kitchen on the first level is presently being used as a teachers' lounge; staff lounge facilities throughout the building are inadequate.
- Children in classrooms on the third floor, west side, must go to the east side to use the rest room facility. There is only one lavatory on the second floor, forcing the students to go to the first or third floor to use the already inadequate lavatory facilities there.
- The counselor's office is too small to be of any real use to the counselor in his dealings with students.

Elementary Schools - Administrative Unit 3

Allen Elementary School: The Allen building was originally constructed in 1899 with additions in 1961 and 1969. The enrollment presently is 673 students with a school site of 2.01 acres. The 1969 addition is an annex which is totally open spaced and located across the street from the original building. The original building is in the process of being renovated in many areas.

- Most general classrooms are rated as minimal with wooden floors, plaster ceilings, and very limited electrical service. Classrooms on the fourth floor have been recently renovated and have built-in lockers, tile floors, acoustical tiling, good lighting, and very good size. These are rated as good.
- The industrial arts and home economics programs are taught in one space and inhibit programs for older children.
- The lighting in the multi-purpose room is rated as minimal.
- A classroom apparently is being converted for use as a learning center. The center should be adequate in terms of furniture, environment, and location; however, from appearances, the limitations will be in size, storage, and work area.
- There are no cafeteria facilities in this building. The children who remain in school for lunch eat in the library.
- The art room is presently located in the basement of the original building. A new room on the second floor is being converted for art purposes, which would then provide an adequate space for the art program.
- The basement stock room is also utilized as a teachers' lounge. This facility for use by the professional staff is totally inadequate.
- The general offices have been renovated and are rated good to adequate.
- The annex is an open-space building in the round with the kindergarten classes being the only ones that have walls. The teachers appear to be satisfied with the building, yet have noted certain problems as a consequence of working there.

The Brown Elementary School: The Brown Elementary School is a K-8 building with an enrollment of 1125 students, located on a site of 7.08 acres. This building was constructed in 1916 with additions in 1950, 1953, and 1958. The general appearance of the building is good and it is evident that the quality of maintenance in this particular structure has been high. The Survey Staff rated the site as poor.

- The general classrooms in the original section of the building are rated adequate to minimal in certain respects. Some of the rooms are small in size, thus limiting the kinds of experiences youngsters might have in them, the floors are wood and the ceilings are plaster. The classrooms in the 1950 addition are rated as adequate.
- Although the school has a new multi-purpose room, the old gymnasium is still being used for the purpose of keeping the class sizes down to a manageable level. The passageway leading to the new physical education facility is narrow and creates a traffic problem when classes are changing.
- The learning center is considered to be adequate in all respects.
- There are no cafeteria facilities in this particular structure, those children remaining in school for lunch dine in the old gymnasium.
- The room presently utilized for the instruction for instrumental music is rated as poor. In an effort to minimize the acoustics problems, the music teacher has utilized empty egg cartons to absorb the unnecessary sound. This room is rated as poor.

- The art room is rated as adequate with the exception of two areas which are rated as mininal to poor; storage and sink facilities.
- The industrial arts and home economics program are taught in one space, thereby receiving a rating of minimal to poor for older children.
- The general offices are rated as adequate.

The Edison Elementary School: The Edison School was originally constructed in 1892 with additions in 1926, 1954, 1958 and 1967. The present enrollment, reduced as a consequence of a fire which destroyed one section of the building, is 474 students on a site of 2.90 acres. The Board of Education is presently rebuilding that section of the school destroyed by fire. The site on which the building is located is rated as poor.

- The general classrooms in this building are rated adequate to minimal. In the original building the classrooms have wooden floors, plaster ceilings, one electrical outlet near the door, and a minimum of storage space. There is a fourth grade team-teaching room which apparently was developed by removing by walls in the building and this particular facility is rated as quite adequate. The only question raised by the Survey Staff is the retaining of the metal pan ceiling.
- Outdoor education on this site is quite limited with children playing underneath the new physical education facility.
- The cafeteria in this school is small in size, yet it is necessary to feed approximately 400 children every day. Storage in this particular facility is at a minimum.
- The pre-school education facilities which are presently housed in the old section of the building should be renovated and improved.

The Franklin Elementary School: The original section of the Franklin Elementary School was constructed in 1890 with additions in 1925, 1961, and 1967. The present enrollment of 843 students are housed in a building located on a 2.17 acre site. The site on which the school is located is rated as poor.

- The classrooms in the old section of the building are rated as minimal to poor having wooden floors, wooden wainscot, metal pan ceiling, and a minimum lighting situation. The classrooms in the new section of the school are considered to be quite adequate. The concept of team teaching is very much in evidence in one section of this building.
- The home economics department and the industrial arts program are housed in the same spaces, thus receiving a rating of minimal to poor.
- There are no cafeteria facilities in this school.
- The learning center is rated as minimal in size, storage, and work area.
- The offices have been newly remodeled; however, the space is rated as minimal.

The Grace A. Greene Elementary School: The Greene building was constructed in 1929 with additions in 1953 and 1957. Presently the enrollment stands at 515 children and the school is located on a site 2.03 acres. The outdoor education program is greatly enhanced by the availability of a city playground adjacent to the school property.

- The general classrooms are rated as adequate to minimal in the new and old spaces respectively. Some rooms have been carpeted and walls removed to implement team teaching.

- The home economics and industrial arts programs are presented in one space and as a consequence are rated as minimal to poor.
- The physical education facility is rated as minimal in size, acoustics, lighting, and locker room facilities.
- The learning center was created by taking a portion of the lobby and enclosing it. The result is the provision of a new and needed facility; however, it is rated as minimal in size, not capable of meeting all of the educational needs of the students and teachers.
- The vocal music program is conducted on the auditorium stage and this condition is rated as minimal to poor.
- The art program is presently housed in an adequate facility.
- The kindergarten is rated as minimal in size, and lighting.
- The principal's office is located adjacent to the gymnasium. The recommendation would be that the principal's office be moved to a new location or that the wall adjacent to the physical education plant be sound-proofed.

The Hawthorne Elementary School: The Hawthorne Elementary School was originally constructed in 1887 with an addition in 1909. The school presently has an enrollment of 248 students and is located on a site of .80 acres. The school is located very close to the expressway. The site, the smallest in the system, is totally inadequate to meet the needs of the students in any feasible way. Although the building appears to be structurally sound, there are many debilitating factors which impede the implementation of an adequate educational program. The Survey Staff noted that there had been little or no improvements in the interior of the building, although the last addition was completed in 1909. This particular structure is still being heated through the use of coal as a combustible material. The Survey Team noted that there was little or no provision for small group spaces.

- The general classrooms were rated as minimal to poor in this particular building; the Survey Team noted metal pan ceilings which were very high, wooden floors, wooden wainscot, and an inadequate supply of electric service. The classrooms in general were not attractive and shades are used to control the light entering the room.
- The industrial arts room is located in the basement and it is necessary for students to pass mechanical heating and plumbing equipment to reach this room. The room itself is quite small and is lacking in special equipment, storage, and adequate lighting. This facility is rated as poor.
- The physical education facility which is combined with the auditorium is rated as very poor. This facility was completed in 1909 and it is apparent that nothing has been done for physical education facilities since that time. There are no showers and lockers. This facility is totally inadequate for providing a physical education program or for large group assemblies.
- The learning center or library is non-existent in this building. The reading resource teacher uses a small room which is not adequate. and should not be utilized by the staff or by students for any purpose without renovation.

- The vocal music program is conducted in a classroom with wooden floors, wooden wainscot, plaster walls, and plaster ceilings. This is not a good situation in which to teach music.
- The instrumental music is taught in the afternoons in the kindergarten room. This situation is rated as poor by the Survey Staff.
- The art program is also taught in the classroom and rated as poor.
- The home economics program is conducted in a small room that is lacking in all aspects, equipment, storage, arrangement, lighting, etc. This space is also used by the school nurse, community groups, and the P.T.A.
- The kindergarten room is located in the basement in a very unpleasant setting. It is rated as poor; the size is poor, the lighting is poor, the acoustics poor, the floor is minimal, storage is poor, and the only good factor about this room is that there appeared to be more than one electrical outlet.
- The general office space is very limited and should be expanded and remodeled; rating is poor.
- The teachers' lounge is rated as very poor. The music teacher has to place her desk in the lounge as this is the only available space to her. The furniture is old and most unattractive.

Jackson Elementary School: The Jackson School was constructed in 1921 with an addition in 1953. It presently has an enrollment of 806 students on a site of 13.07 acres which it shares with the Jackson Primary School. The school is adjacent to a large factory complex and this tends to negate the aesthetic values. The building exterior appears to be structurally sound. The interior is dull and unexciting, unattractive, and needs to be improved.

- The general classrooms in the old section are small in size, have wooden floors, and plaster ceilings. The blackboards are poor, as is the electrical service. The rooms in the newer addition are more adequate for the desired program, though minimal in size.
- The physical education plant is very poor, having no locker or shower facilities, inadequate seating, inadequate equipment, inadequate facilities, and storage space.
- The learning center is rated as minimal in size.
- There are no cafeteria facilities in this building. The students here go to the Primary building for lunch.
- The vocal music room with minimal size, wooden floors, and plaster ceilings and walls is rated as minimal to poor.
- The art program with two rooms is rated as adequate to minimal.
- The home economics and industrial arts rooms are inadequate.
- The seventh and eighth grade science rooms are too small in size to provide for adequate programming. The storage availability throughout the school is inadequate.
- It was noted that the roof leaks or has been leaking in some parts of the building.

Jackson Primary School: The Jackson Primary School was erected in 1960 with an addition in 1963. It presently carries an enrollment of 617 students on a site of 13.07 acres which it shares with the Jackson Elementary School.

- The general classrooms throughout the building are considered adequate. Body management uses a typical classroom, yet is nice. There are two pre-school education rooms utilized for those children who have not attained kindergarten ages. These rooms appear to be adequate.
- The teacher who is responsible for the learning center has done a fine job in providing resources for the students and teachers in the building. The one drawback is, as in so many other schools, the small size of the room. The reading teacher has an office and a work area in a room just off the learning center.
- The cafeteria facilities are not adequate to properly feed all of the children in this school and Jackson Elementary School.
- The general office spaces are rated as adequate with the exception of the space assigned to the assistant principal. As there is no ventilation from this office, it is not possible to entirely enclose the space,thereby eliminating any possibility of privacy for the assistant principal during conferences.

Jefferson Elementary School: The Jefferson Elementary School was originally constructed in 1915 with additions in 1953 and 1955. It presently has an enrollment of 865 students in grades 3 through 6 on a site of 8.39 acres which it shares with the Jefferson Primary School. The building appears to have been well constructed. There were no signs of structural deterioration. The acoustics in the hall, resulting from the hard surfaces of floor, walls, and ceilings, are poor. For some reason the fire and/or smoke doors have been removed from the stairway areas. The seventh and eighth grade students have been bussed to other areas as they cannot be properly housed in this building.

- The general classrooms in this building are rated as inadequate in size in some and low acoustical qualities in others. In the old section of the building, the rooms have wooden floors which are rated as poor. A team teaching room was created out of an old auditorium and it would appear that the conversion was not done with the same quality of workmanship as has been seen in other schools. This facility is rated as minimal.
- The physical education facility is adequate in all respects with the exception of the lighting which is rated as poor and the locker room space which is rated as minimal to poor.
- The school does have a learning center which unfortunately is smaller than the required size for a school with this enrollment. The center is relatively new and has some very fine appointments.
- There are no cafeteria facilities in this building as the students eat in the Jefferson Primary School.
- The vocal music room is rated as minimal to poor with the wooden floors and plaster ceilings.
- The art program is taught in two rooms, one on the top floor and the other on the first level. Both rooms are considered to be minimal in some respects; indicating some improvement is needed.
- The play area for outdoor education is quite limited and must be shared with the primary school.
- An adequate teachers' lounge would be in order in this building as well as adequate conference space.

Jefferson Primary School: The Jefferson Primary School was constructed in 1967 and as yet there are no additions to this building. The present enrollment is 668 students on a site 8.39 acres which is shared with the Jefferson Elementary School.

- The general classrooms in this building are quite adequate. The basic teaching revolves around the team teaching concept and the space is so designed as to allow for implementation of this type of teaching. There are separate areas for limited small group activity. Volunteers are presently used to supplement the teaching process and are hampered by limited space. The lack of adequate space has prompted the teachers to relinquish their preparation area and move their desks into the large group spaces.
- The vocal music teacher must travel throughout the building to conduct her classes.
- The cafeteria is also the multi-purpose room for this building and approximately 800 children a day are fed here. The stage of the multi-purpose cafeteria is used for body management classes.
- The small group spaces provided for such activities as music, violin, and art have been taken over by the demand for more space for the kitchen staff. One music teacher conducts classes in the hall.
- The general office spaces are very adequate.

The Kemp Elementary School: The Kemp Elementary School was constructed in 1921 with additions in 1951, 1954, and 1957. The school presently houses 633 students on a site of 3.58 acres. The limited site size is augmented by the presence of a city park adjacent to the school.

- The quality of the classrooms varies according to the age of the structure in which the rooms are located. In the old section the rooms have wooden floors, acoustical tile of limited value, and the lighting is rated as minimal. The rooms in the newer sections of the building are considered adequate.
- The home economics and industrial arts programs are conducted in one space, limiting the quality and effectiveness of the program.
- The learning center like so many others that have been recently converted is carpeted and quite attractive in terms of environment. The location and storage is adequate; however, the size and work areas are minimal.
- There are no cafeteria facilities in this building; however, some children do eat lunch in school.
- The vocal music room is rated as minimal in size and equipment and poor in acoustics.
- The instrumental music facility is rated as minimal in size, equipment, lighting and acoustics.
- The art facility is rated as adequate in location and lighting and minimal in size, equipment, and storage possibilities.
- The general offices were adequate in most respects with the exception of size which was rated as minimal.

Longfellow Elementary School: The Longfellow Elementary School was originally constructed in 1880 with additions being completed in 1906, 1926, 1957, 1961, and 1967. It has a present enrollment of 977 students on a site of 2.21 acres.

The site size is rated as poor for an enrollment of this size. The outdoor play facilities are very limited as the site is located in an area that hinders the possibility of future expansion. The school is physically attached to the recreation center for this area; on occasion the school utilizes the recreational facilities during the day. There is evidence of much wasted space in the wide halls of the original building. The New Visions Museum is located in the basement of the old structure. This is an outstanding program which should be expanded by taking on additional spaces in that area.

- The academic classrooms in the old building are inadequate in their present condition.
- The academic classrooms in the newer sections are quite adequate, the latest section having team teaching spaces which are being utilized quite well.
- The industrial arts room appears to be adequate in size but is lacking in special equipment and storage.
- The physical education facility is located in the 1920 addition of the building. There is no seating as in multi-purpose rooms in other schools; the gymnastic room is small yet this is where the girls have their physical education classes. The gymnasium needs to be upgraded.
- The learning center is rated as poor, having adequate space and minimal in storage and work area.
- The kitchen facilities out of the recreation center are used at times by the school for cooking purposes. The vocal music room located in the basement is rated as minimal in size and minimal to poor in acoustics.

- The art facility which is located in the old section of the school is in need of renovation.
- The home economics facility with its wooden floors, metal ceilings, and limited size should be remodeled.
- The general offices have been recently renovated and are rated as good.

The McGuffey Elementary School: This building was constructed in 1930 with additions in 1950, 1952, and 1957. The present enrollment is 819 and the school site is 6.11 acres. The availability of parking space for staff is negligible. The general office space is poor and needs to be improved. One secretary has her desk located in the hall as there is no space for her in the office.

- The general classrooms are rated as adequate to minimal, particularly in the area of limited space, chalk and tackboard, and acoustical qualities.
- The home economics and industrial arts space is rated as minimal to poor as these two programs are conducted in one facility.
- The physical education plant is rated as minimal to poor. The ceiling is too low for many types of activities and there is no locker space or any showers provided.
- The learningcenter is rated minimal to poor because of its very small size and need for renovation.
- There are no cafeteria facilities in this building. The breakfast program and the lunch is provided in a converted classroom.

- The auditorium facility is rated as poor with seating for only 150 people and it has a very small stage.
- The art facility needs improvement in sink-counter top space, larger tables, and a larger room in which to conduct these experiences.
- The teachers' lounge is rated minimal.

The MacFarlane Elementary School: The MacFarlane building was constructed in 1931 with additions in 1954, 1968, and 1969. Presently the building houses approximately 1061 students on a site 5.04 acres. The school was originally the Dunbar High School and as such is limited in providing for the needs of elementary age youngsters. This building with some adaptation probably would go far in meeting the needs of children in the intermediate school age level. There are at present three transportable buildings located on the playground and are used for classroom purposes.

- The environment of some of the general classrooms is limited due to the small size and a need for painting. The acoustical qualities of some of the rooms are limited. Acoustical tile has been placed in those rooms in the newer section.
- The industrial arts and home economics rooms though separate are rated as adequate to minimal in size, special equipment, storage, floor, and arrangement.
- The physical education facility is quite adequate with the exception of poor lighting.
- The learning center is regarded as adequate except in the area of work space which is rated as minimal.
- The vocal music room is rated as adequate with the exception of its location which is adjacent to an academic classroom. There is evidence of water leakage in the ceiling.

- The instrumental music facility is rated minimal to poor as the stage of the auditorium is used as the instructional space.
- The art room is somewhat limited in storage space for nearly completed projects and is limited in equipment availability.
- The general offices being recently renovated are rated as adequate.

Shoup Mill Elementary School: The Shoup Mill Elementary School was constructed in 1958 and as yet has had no additions. The present enrollment is 326 students with a site of 13.28 acres.

- The general classrooms are rated as adequate.
- The industrial arts and home economics programs are rated as minimal to poor as both are taught in the same facility.
- The physical education plant is rated adequate with the exception of the lighting which is rated minimal.
- The learning center is rated as good to adequate as two rooms have been used to develop this particular facility. The only noticeable drawback is the lack of adequate work space.
- There are no cafeteria facilities in this building.
- The vocal and instrumental music room is located on the top floor in the midst of academic classrooms which would give it a minimal rating.

Van Cleve Elementary School: The Van Cleve building was originally constructed in 1892 with additions in 1926 and 1962. The enrollment is approximately 801 students on a site of 2.15 acres. The smallness of the site seriously hampers the outdoor physical education program as well as limits the provisions for parking for teachers.

- The general classrooms in the building range from adequate to poor. A survey of the classrooms reveal metal-pan ceilings, plaster ceilings, wooden wainscot, wooden floors and limited electrical outlets. Additional classrooms were created by converting the old gymnasium for academic use; these rooms are rated adequate. The classroom used for special education is rated as minimal to poor.
- The industrial arts and home economics share the same facility and are rated minimal to poor.
- Small-group spaces are at a premium as the nurse is presently using the physical education office for her clinic.
- At the present there is no library or learning center facility in this building.
- There are no cafeteria facilities; students staying for lunch eat in the hallway outside the physical education plant.
- Vocal music is taught in the small auditorium and the type of seating arrangement is such that it tends to hamper the quality of the program.
- The art facility is adequate in most respects with the exception of the sink area.
- The kindergarten facility is rated as minimal in size.

Washington Elementary School: This building was constructed in 1898 with additions in 1926 and 1969. It has a present enrollment of 654 pupils on a site of 2.29 acres. The smallness of the site requires a rating of poor. There are three portable classroom buildings on the playground used as classroom spaces. The front hall of the old building has been renovated with dropped ceiling, fluorescent lights, carpeting in the hall and paneled wainscot. The general offices have also been remodeled.

- The general classrooms are rated as minimal to poor with metal-pan ceilings, wooden floors, wooden wainscot around the walls and very limited electrical outlets. The newer classrooms still have only one electrical outlet, they are small in size and have wooden floors. The classrooms being utilized in the basement are totally inadequate; the acoustics are terrible as a consequence of the GSU tile on the walls.
- The industrial arts and home economics facility is rated as minimal to poor as these subject areas are taught in one space.
- The physical education facility here is rated as minimal to poor as there are poor locker room facilities, only one toilet, one face bowl and incandescent lighting. The size and floor of the gymnasium is also rated as minimal.
- A learning center is in the process of being developed and it appears that it will be adequate.
- The home economics room is used to feed those youngsters who remain in school for lunch.
- The vocal music classroom is rated as poor because of the terrible acoustics; GSU tile on the walls.
- The art facility is rated as poor in size, location, equipment and storage.

Weaver Elementary School: The Weaver building was originally constructed in 1898 with additions in 1950, 1954, 1955, 1961, and 1969. At present there is an enrollment of 1,030 students on a site of 2.58 acres. The school is located adjacent to a city playground area which provides additional space for outdoor education programs. There are two transportable buildings on the playground for classroom use. The main hallway of the original section has been completely carpeted and remodeled along with the general administrative offices.

- The general classrooms are rated as adequate in terms of size to poor in terms of flooring and acoustics in the original structure and adequate in most respects in the newer section. One classroom located in the basement is very small and has plaster walls and metal-pan ceilings resulting in a very poor acoustical environment. Four new classrooms have been provided in heretofore unused space on the fourth floor. These classrooms are rated as adequate.
- The restrooms in the building are rated as inadequate.
- The lighting in the physical education plant is rated as minimal.
- The learning center is rated as good to adequate throughout.
- There are no cafeteria facilities in this building.
- The primary music room located in the basement is very poor acoustically with metal-pan ceilings and hard plaster walls.
- The instrumental music facility is very poor, having no ventilation, wood floors, metal-pan ceilings and plaster walls. This was formerly a janitor's storeroom.

- The Weaver school is fortunate in having one of the most creative art teachers in the system within the building, yet the art facility is rated as minimal to poor. The kiln is located in the basement while the art room itself is on the second floor.
- The industrial arts and home economics facility is rated as minimal to poor.

Webster Elementary School: The Webster school was constructed in 1891 with additions in 1930 and 1968. It presently has an enrollment of 520 students on a site of 1.88 acres.

- The general classrooms receive three ratings. One, the newer section is designed for team teaching and is rated as good; the 1930 addition is rated as adequate in most respects though limited terms of actual size; the original building has rooms with wooden wainscot, wooden floors, the old cloakrooms and plaster ceilings. These rooms are rated minimal to poor.
- The industrial arts and home economics facilities are rated as minimal to poor because both subject areas are taught in one space.
- The physical education facility is limited in terms of space as there is no permanent seating. There are, however, new showers and locker facilities.
- There are no cafeteria facilities in this building; those youngsters remaining for lunch must eat in the gymnasium.
- The art facility is located in the 1894 section of the school and uses a classroom that has been converted to this purpose. The cloakroom is utilized for storage.
- The teachers' lounge is rated as good in all respects.
- The kindergarten room is poor in this particular situation with the metal-pan ceiling, no fountains or lavatory located in the classroom.

- The general office spaces are rated as good.

Orville Wright Elementary School: This school was originally constructed in 1952 with additions in 1955 and 1966. It presently houses 760 children on a site of 2.92 acres. The limited school site is ameliorated to the extent that the school is adjacent to a city park; thereby providing space for the outdoor education program.

- The classrooms throughout the building are rated as adequate. One section of the building has been converted so that the team teaching concept can be utilized.
- There are no home economics or industrial arts facilities available in this building. There are no cafeteria facilities available in this building.
- There are no vocal music facilities available in this building.
- There is a city-owned swimming pool located adjacent to the school building. During the summer the lavatory facilities of the building are used in conjunction with the outdoor swimming program.
- The general office facilities are rated as adquate.

Facilities Housing Secondary School Students

Eleven school buildings in the Dayton Public School system house secondary school pupils in some combination of grades 8-12. Of the eleven buildings, 10 house grades 9 through 12 and one houses grades 8 through 12. One of these buildings, the Patterson Cooperative Vocational-Technical School, houses students grades 9 through 12 from all sections of the school district.

Secondary School Buildings -- Administrative Unit 1

Belmont High School: The Belmont building was originally constructed in 1956 with additions completed in 1960 and 1966. The present enrollment is 1925 pupils and the school is located on a site of 15.33 acres. The inadequate site is supplemented by the location of a city recreation area adjacent to school property. The general appearance of the building structurally is good and maintenance has been good.

- The general classroom spaces are rated as adequate.
- The science laboratories and general science classrooms are all rated good to adequate.
- The various shops are rated adequate in most respects; however, the OWE space and the woodshop are lacking in proper ventilation. There is an opening between the OWE shop and the metal shop which allows sawdust and wood shavings to filter into the metal shop area.
- The physical education facility is inadequate in all respects, floor area, seating capacity, locker room, storage, and showers.
- The library is rated as good in all respects if the facility is to be utilized only as a library. However, if the school district is thinking in terms of learning centers for the high schools then the present facility is not adequate in terms of providing opportunities for large-group, small-group and individual work with various types of equipment.

Table D-1

Capacities and Utilization of Teaching Stations Serving the Present Program at Belmont High School, 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	63	40	2520	80
Business education				
BOE	942	1	942	213
Typing	992	2	1984	101
Other	6353	1	6353	31
Home economics				
Regular	624	3	1272	158
Special education	4024	1	4024	50
Fine arts	1610	2	3220	62
Industrial arts				
Drafting	2603	1	2603	77
Graphic arts	3278	1	3278	61
Machine shop	2951	1	2951	68
Woodshop	2825	1	2825	71
Power mechanics	--			
Electronics	4024	1	4024	50
OWE	2944	1	2944	68
Photography	5487	1	5487	36
Special education	--			
Other	965	1	965	208
Automotive	--			
General metals	2414	1	2414	83
Music				
Instrumental	8964	1	8964	22
Vocal	5357	1	5357	37
Physical education				
Activity	605	3	1815	111
Health	687	2	1374	146
Science				
Physics	5917	.5	2954	68
Chemistry	2235	1	2235	90
Biology	1231	2	2462	81
General science	537	4.5	2407	83
Other	817	1	817	246
Study hall	915	5	4575	44

- The cafeteria is rated as good.
- The vocal music facility is rated as adequate in size; however, it is rated minimal in ventilation, chalkboard space, storage, and the availability of small practice rooms.
- The instrumental music facility is rated as adequate with the exception of minimal lighting and minimal ventilation.
- The counseling suite is a converted classroom and the allotted space is inadequate for the number of people assigned. The attendance office is also in this area.
- The general office space is rated as adequate with the exception being minimal in storage space.
- Table D-1 shows the capacities and utilization of teaching stations serving the program in this school.

Dunbar High School: The Dunbar High School was originally constructed in 1962 and there have been no additions to the present. The building houses approximately 1,378 students on a site of 54.99 acres. The school is built on a site that is a land-fill area. The Survey Team noted cracks in walls and in the terrazzo flooring which is an indication of continued settling in the foundation. There was some evidence of student maliciousness in building defacement.

- The general classrooms in this school are rated as adequate.
- The science laboratories and classrooms are rated as adequate. The industrial arts and other shops are rated as adequate with the exception being minimal in the ventilation system of the OWE room which is in the basement.

Table D-2

Capacities and Utilization of Teaching Stations Serving the Present Program at Dunbar High School, 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	74	26	1924	76
Business education				
BOE	1964	3	5892	24
Typing	1308	2	2616	56
Other	2710	1	2710	54
Home economics				
Regular	619	4	2476	59
Special education	2412	1	2412	61
Fine Arts	1437	2	2874	51
Industrial arts (9)	1501	1	1501	98
Drafting	2939	1	2939	50
Graphic arts	3025	1	3025	49
Machine shop	3313	1	3313	44
Woodshop	1915	1	1915	77
Power mechanics	--			
Electronics	10984	1	10984	13
OWE	--			
Photography	3744	1	3744	39
Special education	1674	1	1674	88
Other	--			
Automotive	--			
General metals	2399	1	2399	61
Music				
Instrumental	11663	1	11663	12
Vocal	2453	1	2453	60
Physical education				
Activity	606	3	1818	81
Health	2259	1	2259	65
Science				
Physics	14822	1	14822	10
Chemistry	2927	1	2927	50
Biology	1474	3	4422	33
General science	593	5	2965	51
Other	1387	1	1387	106
Study Hall	498	3	1494	98

- The gymnastics rooms in the physical education plant was rated as minimal in lighting and size. The lighting in the main gym was also rated as minimal.
- The space assigned to library use was rated as adequate; however, if the school is to have a learning center then this space as presently designed would be rated as minimal.
- The cafeteria facilities are rated as adequate.
- The auditorium is rated as good.
- The vocal and instrumental music facility is rated as inadequate.
- The art facility is adequate.
- The general offices are rated as adequate to minimum with the space allocated for the secretaries being somewhat limited.
- Table D-2 shows the capacities and utilizations of teaching stations serving the program in this school.

Patterson Cooperative High School: The Patterson building was originally constructed in 1954 with an addition in 1967. An additional building across the street from the school was acquired by the board of education as an annex and it was constructed in 1919. The school presently houses 1,636 pupils on a site of 1.73 acres. This particular building is located in the downtown section of the city and is severely hampered in terms of expansibility as the enrollment increases. The only possible expansion would be upward on the new section or acquire the parking lots adjacent to the school. The Patterson school site is completely taken by present physical structures and does not allow space for staff parking. It was pointed out to the Survey Staff that the school faculty must pay their own parking in commercial parking lots.

Table D-3

Capacities and Utilization of Teaching Stations Serving The Present Program at Patterson Cooperative High School, 1969-70

Subject area	Subject area index	Number of teaching stations	Capacity	Percent of utilization
Academics	86	29	2,494	66
Accounting	310	1	310	525
Automotive	380	1	380	430
Commercial Art	3,516	1	3,516	47
Cosmetology	3,868	2	7,736	21
Dental Arts	9,602	1	9,602	17
Distributive Education	2,142	1	2,142	76
Electrical	551	3	1,653	99
Machine shop	523	1	523	313
Medical Arts	541	2	1,082	151
Office Education	558	2	1,116	147
Typing	958	3	2,874	57
Drafting	1,158	2	2,316	71
Printing	307	3	921	178
Sheet Metal	1,068	1	1,068	153
Science				
Physiology	2,901	1	2,901	56
Physics	2,149	1	2,149	76
Chemistry	739	2	1,478	111
Biology	955	2	1,910	85
Music				
Instrumental	9,945	½	4,972	33
Vocal	12,657	½	6,328	26
Physical Education	1,129	1	1,129	145
Study hall	860	1	860	190

Based on enrollment of 1636

Calculations by the Survey Staff

The overall evaluation of the main building is adequate to good; however, there was some question as to the capacity of the ventilating system in the new building. On the day the Survey Team inspected the building this section was quite warm and humid. The building is air-conditioned as it is used throughout the summer; however, the art and drafting rooms on the east side of the building are not air-conditioned. The annex building is rated as minimum to poor for classes. The rooms are quite small and the special equipment is limited. Another harrowing factor is that approximately 250 students must cross a very busy intersection every hour to attend class in the annex.

- The general classrooms are rated minimal because they are small in terms of total square foot allocation, and have limited storage space. Size academic classes are being taught in the annex-rated poor.
- The science laboratories are rated as minimal in size, furnishings, special equipment and poor in storage space.
- The shops are well equipped having probably the best equipment of any school within the district; however, the space allotted to machine shop is limited considering the amount of machinery included therein. The rating for machine shop in size is adequate to minimal.
- The physical education plant is rated as minimal to poor in all respects.
- A learning center is considered to be essential to the increased effectiveness of the educational program. The present facility is poor. A learning center should be developed in this building.
- The cafeteria appears inadequate in size to accommodate the number of students enrolled in this building. The teachers' lounge is

quite adequate in all respects with the exception of ventilation; it is uncomfortably warm in this room. Vocal and instrumental music is taught in the same room and the facility is rated as adequate in most respects with the exception of being limited in storage space.

- The commercial art department is rated as minimal in size and in storage space.
- The general offices appear to be adequate, however, they are rated as minimal relative to location. The offices are situated on the second floor of the building.
- With the increasing demands by students for the type of experiences provided at the Patterson school, there is no doubt that this facility is limited in terms of space to meet the needs of an increasing enrollment. The location of the building in the downtown area seriously inhibits the possibility of expansibility to meet the growing demands for technical and vocational education.
- Table D-3 shows the capacities and utilization of teaching stations serving the present program.

Stivers High School: The Stivers building was constructed in 1908 with additions in 1936, 1964, and 1966. There are approximately 939 pupils enrolled in this building which is located on a site of 7.7 acres. Stivers presently is the oldest high school in the school district and is not as well endowed with facilities that provide the students with the meaningful type of experiences needed. The Survey Staff notes however that

Table D-4

Capacities and Utilization of Teaching Stations Serving the Present Program at Stivers High School, 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	78	22	1716	63
Business education				
BOE	7832	1	7832	14
Typing	2621	1	2621	41
Other	1317	2	2634	41
Home economics				
Regular	741	2	1482	73
Special education	2827	1	2827	38
Fine arts	1042	1.5	1563	69
Industrial arts				
Drafting	2350	1	2350	46
Graphic arts	3133	1	3133	34
Machine shop	2820	1	2820	38
Woodshop	2660	1	2660	41
Power mechanics	4699	.5	2349	46
Electronics	4861	.5	2430	44
OWE	1686	1	1686	64
Photography	--			
Special education	352	1	352	307
Other	1516	1	1516	71
Automotive	--			
General metals	--			
Music				
Instrumental	16020	1	16020	7
Vocal	3121	1	3121	35
Physical education				
Activity	469	3	938	115
Health	--			
Science				
Physics	11443	.5	5721	19
Chemistry	2542	1	2542	42
Biology	1430	1	1430	75
General science	590	3	1770	61
Other	921	1	921	117
Study hall	515	3	1545	70

the maintenance in the building as in the majority of the schools in Dayton is quite good. The building in terms of gross structure is sound.

- The general classrooms are rated as adequate to minimal in size, poor with wooden floors, minimal to poor with limited electrical outlets and minimal in terms of adequate storage space.
- The science laboratories in this building are rated as minimal.
- The shops in this building are rated as adequate to minimal in size, minimal in terms of special equipment, minimal in storage.
- The library as in other buildings cannot be considered a learning center as it was not designed nor has it been remodeled to fit these particular needs. The library in Stivers is one of the poorest in the system. The Survey Staff rates this facility as poor in all respects.
- The cafeteria is located on the top floor of the building and is rated as poor.
- The auditorium facility is rated as minimal.
- The home economics department is rated as minimal.
- The counseling suite is rated as minimal to poor because of the limited conference and office space for counselor.
- The OWE room appears to be adequate.
- To insure that the students who attend the Stivers school will have an equal opportunity for quality experiences, it would be necessary for the board of education to expend the necessary funds to bring this school up to the quality level of other schools in the system.

- Table D-4 shows the capacities and utilization of teaching stations serving the present program.

Secondary School Buildings -- Administrative Unit 2

Fairview High School: This building was constructed in 1930 with additions provided in 1954 and 1967. The present enrollment is approximately 1,333 students and the building is located on a site of 8.16 acres. The building appears to be in good physical condition and the maintenance has been of high quality.

- The general classrooms in the original section of the building are rated minimal in acoustics and storage and poor with the wooden floors. Some rooms are limited in size also.
- The shops are rated as minimal in size and minimal in storage space. The ventilation system in the woodshop needs to be improved.
- The library is rated minimal in terms of the library concept and is rated as poor in terms of the learning center concept. This facility should be expanded if it is to receive greater use.
- The cafeteria facilities appear to be inadequate in size to handle the enrollment of this building.
- The vocal and instrumental music facilities are rated as good.
- The art facility is rated as adequate.
- The administrative offices and counseling suites are rated as minimal. The counseling suites are small and there is inadequate space for a waiting room in the counseling suite and the nurses office is rated as inadequate.

Table D-5

Capacities and Utilization of Teaching Stations Serving the Present Program at Fairview High School, 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	71	30	2130	66
Business education				
BOE	2789	1	2789	50
Typing	1280	2	2560	55
Other	1062	1	1062	132
Home economics				
Regular	911	2	1822	77
Special education	--			
Fine arts	902	2	1804	78
Industrial arts	1604	1	1604	87
Drafting	2436	1	2436	58
Graphic arts	4276	1	4276	33
Machine shop	2406	1	2406	58
Woodshop	3208	1	3208	44
Power mechanics	--			
Electronics	2749	1	2749	51
OWE	1080	1	1080	130
Photography	--			
Special education	--			
Other	1964	1	1964	71
Automotive	--			
General metals	--			
Music				
Instrumental	8748	1	8748	160
Vocal	4038	1	4038	35
Physical education				
Activity	681	3	2043	69
Health	1032	1	1032	136
Science				
Physics	3471	½	1735	81
Chemistry	1208	1½	1812	77
Biology	703	2	1406	100
General science	694	3	2082	67
Other	--			
Study hall	552	2	1102	127

- The outdoor physical education facilities are limited due to the size of the total site.
- Table D-5 shows the capacities and utilization of teaching stations serving the present program.

Meadowdale High School: The Meadowdale building was originally constructed in 1960 with an addition in 1967. The present student enrollment is approximately 1692 and the building is located on a site of 48.08 acres which it shares with Meadowdale Elementary School. The building itself is quite sound in terms of structural qualities and the maintenance has been carried out at a very high level.

- The general classrooms in all respects were rated good to adequate.
- The science laboratories are rated as good.
- The vocational education shops are rated as good to adequate.
- The physical education facilities are rated as adequate.
- The library is rated as good to adequate in terms of a library. This facility is quite adaptable to the learning center concept.
- The cafeteria is rated as good.
- The auditorium is rated as good to adequate.
- The vocal and instrumental music facilities are rated as good.
- The art facilities are rated as good.
- The home economics facilities are rated as adequate.
- The counseling suite and administrative offices are rated as good to adequate.
- The Meadowdale School is rated by the Survey Staff as being a good facility that more than adequately meets the needs of the students enrolled there.

Table D-6

Capacities and Utilization of Teaching Stations Serving the Present Program at Meadowdale High School 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	58	37	2146	81
Business education				
BOE	648	3	1944	90
Typing	1674	1	1674	104
Other	3041	1	3041	57
Home economics				
Regular	816	4	3264	54
Special education	6566	2	13132	13
Fine arts	783	3	2349	74
Industrial arts	883	1	883	198
Drafting	3591	1	3591	49
Graphic arts	5575	1	5575	31
Machine shop	3070	1	3070	57
Woodshop	2825	1	2825	62
Power mechanics	14124	1	14124	12
Electronics	4320	1	4320	40
OWE	1396	1	1396	125
Photography	12037	1	12037	14
Special education	3704	1	3704	47
Other	--			
Automotive	--			
General metals	--			
Music				
Instrumental	7766	1	7766	22
Vocal	6392	1	6392	27
Physical education				
Activity	464	3	928	189
Health	--			
Science				
Physics	5234	1	5234	33
Chemistry	1267	2	2534	69
Biology	587	4	2348	74
General science	547	4	2188	80
Other	1942	½	971	180
Study hall	1813	4	7252	24

. Table D-6 shows the capacities and utilization of teaching stations serving the present program.

Roth High School: The Roth building was constructed in 1959 and as yet no additions have been constructed. This is the only school that has an enrollment of grades 8 through 12. The present enrollment is 1,238 on a site of 28.57 acres. The building itself is in good condition and has been well-maintained.

. The general classrooms are rated as adequate with the possible exception of somewhat limited storage space.

. The science laboratories are rated as adequate.

. The vocational education shops are rated as adequate with some limitations in storage.

. The physical education plant is rated as adequate to poor. The limitations in this facility are equipment, lighting, and storage. The locker room space and showers are rated as poor in size.

. The library is rated as adequate for library purposes and is adaptable to the learning center concept if expanded.

. The auditorium facilities are rated as good.

. The music department is rated as adequate in most respects; however, it is somewhat limited in size.

. The art facility is rated as adequate.

. The general offices are rated as adequate in size; however, the counseling suites are considered to be minimal in terms of office size and waiting area.

. The Roth High School is rated as adequate in most aspects; however, the general atmosphere could be greatly enhanced through the use of a bright coat of paint in many areas.

Table D-7

Capacities and Utilization of Teaching Stations Serving the Present Program at Roth High School - 1969-70

Subject Area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	67	27	1809	71
Business Education				
BOE	4472	1	4472	29
Typing	1121	2	2242	58
Other	1378	2	2756	47
Home economics				
Regular	330	4	1320	98
Special education	1742	1	1742	74
Fine arts	407	2	814	159
Industrial Arts	1154	1	1154	112
Drafting	2417	1	2417	53
Graphic Arts	3888	1	3888	33
Machine shop	3084	1	3084	42
Woodshop	1987	1	1987	
Power mechanics	--			
Electronics	9414	1	9414	65
OWE	3695	1	3695	35
Photography	--			
Special education	--			
Other	701	1	701	184
Automotive	--			
General metals	--			
Music				
Instrumental	5212	1	5212	25
Vocal	1778	1	1778	73
Physical education				
Activity	390	3	2470	52
Health	1767	1	1767	73
Science				
Physics	13550	.5	6775	19
Chemistry	4148	1.5	4622	28
Biology	1588	3	4764	27
General science	211	5	1055	123
Other	903	1	903	143
Study Hall	--	2		

- Table D-7 shows the capacities and utilization of teaching stations serving the present program.

Secondary School Building - Administrative Unit 3

Kiser High School: The Kiser Building was constructed in 1925 with additions in 1934 and 1967. The school presently houses 640 students on 9.5 acres. This building was originally an elementary school which was converted to high school use. The site of 9.5 acres is rated inadequate to facilitate high school experiences, the variety and diversity of experiences afforded the students at Kiser are limited as it is difficult to convert a building designed as an elementary school into a comprehensive high school.

- The general classrooms are rated minimal as they are limited in size, equipment, have wooden floors and are limited in storage space.
- The science laboratories are rated minimal to poor because of the limited size, the flooring, the acoustics, and, in particular, the limited storage and work areas.
- The vocational education shops are rated as minimal to poor because of limited size, inadequate work areas, and inadequate storage space. The drafting facility is limited as it is a converted classroom and the limited size of the room itself does not allow for a quality program.
- The physical education plant of recent construction is rated as good. There is a student commons adjacent to the physical education facility and is rated as adequate.

Table D-8

Capacities and Utilization of Teaching Stations Serving the Present Program at Kiser High School, 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	51	14	714	105
Business education				
BOE	4333	1	4333	17
Typing	1087	1	1087	69
Other	894	1	894	84
Home economics				
Regular	616	2	1232	61
Special education	1152	1	1152	65
Fine arts	822	1	822	91
Industrial arts	659	1	659	113
Drafting	1689	1	1689	44
Graphic arts	1557	1	1557	48
Machine shop	1689	1	1689	44
Woodshop	1404	1	1404	53
Power mechanics	--			
Electronics	--			
OWE	--			
Photography	--			
Special education	1151	1	1151	65
Other	--			
Automotive	1114	1	1114	67
General metals	3020	1	3020	25
Music				
Instrumental	11817	$\frac{1}{2}$	5908	13
Vocal	2246	$\frac{1}{2}$	1123	67
Physical education				
Activity	558	3	1116	67
Health	--			
Science				
Physics	6291	1	6291	12
Chemistry	1646	1	1646	45
Biology	731	1	731	102
General science	451	4	1804	41
Other	1151	1	1151	65
Study hall	1633	1	1633	46

- The library facility is rated along with that of the Stivers School as being the poorest in the district. This facility is poor in size, in storage area, and in available work area.
- The cafeteria facilities are rated as poor in all respects.
- The auditorium is rated as minimal in most respects and the space could be utilized to more advantage for some other purpose such as the development of a learning center and providing for counseling offices, general administrative offices, and nurses' clinics which are all rated as poor.
- The vocal and instrumental music is taught in a classroom which is adjacent to other classrooms, rated poor in location. This facility is also rated poor in size, acoustics, lighting, equipment, and storage.
- The art facility, a converted kindergarten room, is rated as poor in size, equipment, storage, and minimal in lighting.
- Home economics needs to be upgraded. It is poor in size and storage and minimal in arrangement.
- Table D-8 shows the capacities and utilization of teaching stations serving the present program.

Roosevelt High School: The Roosevelt building was constructed in 1922 and there have been no additions. The present enrollment is approximately 1,551 students on a site of 5.21 acres. The site has been rated by the Survey Staff as poor.

- The general classroom spaces have been rated as adequate to minimal in size; in some, minimal in equipment, furnishings, and in storage space.

Table D-9

Capacities and Utilization of Teaching Stations Serving the Present Program at Roosevelt High School, 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	68	28	1904	90
Business education				
BOE	2823	2	5626	30
Typing	1242	2	2484	69
Other	1207	5	6035	28
Home economics				
Regular	500	6	3000	57
Special education	2319	1	2319	74
Fine arts	1078	2	2156	79
Industrial arts	1143	1	1143	149
Drafting	4785	1	4785	36
Graphic arts	6722	1	6722	25
Machine shop	3815	1	3815	45
Woodshop	2566	2	5132	33
Power mechanics	--			
Electronics	8556	1	8556	20
OWE	1283	1	1283	133
Photography	--			
Special education	1181	1	1181	145
Other	4868	1	4868	35
Automotive	--			
General metals	--			
Music				
Instrumental	8995	1	8995	19
Vocal	3850	1	3850	44
Physical education				
Activity	408	4	1632	105
Health	1222	2	2444	70
Science				
Physics	14584	1	14584	12
Chemistry	2587	1	2587	66
Biology	1118	2	2236	76
General science	497	3	1491	114
Other	744	2	1488	115
Study hall	1151	2	2302	74

- The science laboratories are rated as adequate in all respects with the exception of special equipment which appears to be at a minimal level.
- The vocational education shops are rated as good in size and location, adequate in furnishings, minimal in some special equipment and adequate in storage and lighting. There is some evidence of leakage in the roof which has caused some deterioration of the floors. The flooring under the sinks where students are required to wash up has also begun to rot and should be corrected.
- The physical education facilities are rated as minimal in size in the gymnasium as there is no permanent seating. The basketball team plays its games away from home. There are two swimming pools, the only ones in the school district and this is rated as a plus.
- The library facility is rated as minimal to poor in that the facility is scattered with four rooms being used on two floors.
- The cafeteria is located on the top floor and is rated as minimal to poor in size, poor in location, availability of equipment and arrangement.
- The auditorium is rated as adequate in most respects with the exception that the lighting needs to be improved and the draperies utilized for light control need to be replaced.
- The vocal music facility is rated as adequate to minimum.
- The instrumental music facility is rated as minimal to poor and should be remodeled.

- The home economics department is rated as adequate.
- The administrative offices and counseling suites are rated as good.
- The facilities being remodeled for Project Emerge are rated as adequate; will need expansion as program grows.
- Table D9 shows the capacities and utilization of teaching stations serving the present program.

Colonel White High School: The Colonel White school was originally constructed in 1927 with an addition in 1957 and 1967. The building presently houses approximately 1,688 students on a site of 5.92 acres. The site on which the school is located is rated as poor by the Survey Staff.

- The general classrooms in the original building are rated as minimal to poor because of the limited size of 690, 720, and 657 square feet. These rooms are also limited in terms of storage space. The other classrooms are rated as adequate.
- The science laboratories are rated as minimal in size in biology to adequate in the other areas.
- The vocational educational facilities provided are rated as adequate.
- The physical education plant is rated as excellent.
- The library facilities are rated as minimal in size, minimal in storage and poor in work area.
- The cafeteria facilities are placed in the former physical education area; these facilities are rated as adequate to minimum.
- The auditorium facilities are rated as good.

Table D-10

Capacities and Utilization of Teaching Stations Serving the Present Program at Colonel White High School 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	49	33	1617	107
Business education				
BOE	980	2	1960	89
Typing	1372	2	2742	63
Other	3006	1	3006	58
Home economics				
Regular	695	3	2085	83
Special education	--			
Fine arts	584	3	1752	99
Industrial arts	1637	1	1637	106
Drafting	4168	1	4168	42
Graphic arts	4585	1	4585	38
Machine shop	--			
Woodshop	3821	1	3821	45
Power mechanics	9171	1	9171	19
Electronics	3371	1	3371	51
OWE	12261	1	12261	14
Photography	--			
Special education	3006	1	3006	58
Other	--			
Automotive	--			
General metals	9553	1	9553	18
Music				
Instrumental	7976	1	7976	22
Vocal	2852	1	2852	61
Physical education				
Activity	317	4	1268	137
Health	579	3	1737	100
Science				
Physics	7663	1	7663	23
Chemistry	1725	2	3450	50
Biology	1163	2	2226	78
General science	501	3	1503	116
Other	2004	1	2004	87
Study hall	--			

- The vocal and instrumental music facilities are rated as good.
- The art facilities are rated as good to adequate.
- The home economic facilities are rated as adequate with the exception of the ceilings; the acoustics are rated as minimal to poor.
- The general administrative offices and counselors' suites are rated as adequate.
- Table D10 shows the capacities and utilization of teaching stations serving the present program.

The Wilbur Wright High School: This building was originally constructed in 1926 with additions in 1953, 1954 and 1966. The present enrollment is 1,216 students in a building located on a 9.69-acre site. The heating plant is presently using coal as a combustible material; however, plans are underway to convert this system to gas.

- The vocational education facilities as provided are rated as adequate.
- The art facilities are rated as adequate.
- The general classrooms are rated as adequate to minimal, with the rooms in the original structure having plaster ceilings, wooden floors, rated minimal.
- The science laboratories are rated as good to adequate.
- The physical education facility is rated as good with the exception of the shower room area where the ventilation is rated as poor.
- The library facility as presently constituted is rated a good and would be readily adaptable to a learning center.
- The cafeteria facilities are rated as good.

Table D-11

Capacities and Utilization of Teaching Stations Serving the Present Program at W. Wright High School, 1969-70

Subject area	Subject Area Index	Number of Teaching Stations	Capacity	Per Cent of Utilization
Academic	58	27	1566	85
Business education				
BOE	1848	2	3696	36
Typing	1676	1	1676	80
Other	1218	1	1218	110
Home economics				
Regular	455	2	910	147
Special education	3060	1	3060	44
Fine arts	680	2	1360	98
Industrial arts				
Drafting	2192	1	2192	61
Graphic arts	2813	1	2813	47
Machine shop	3040	1	3040	44
Woodshop	1496	2	2992	45
Power mechanics	--			
Electronics	3364	1	3364	40
OWE	10710	1	10710	12
Photography	10710	1	10710	12
Special education	2008	2	4016	33
Other	1472	1	1472	91
Automotive	--			
General metals	--			
Music				
Instrumental	6624	1	6624	20
Vocal	4146	1	4146	32
Physical education				
Activity	457	3	1371	97
Health	--			
Science				
Physics	7933	1	7933	17
Chemistry	2581	1	2581	52
Biology	1221	1	1221	109
General science	597	3	1791	75
Other	--			
Study hall	2116	2	4232	32

- The music facility is rated as adequate.
- The home economics department is rated as minimal and should be improved.
- The drafting room is limited in terms of size, having only 956 square feet.
- The general administrative offices are rated as good while the counselors' suite is somewhat limited in size.
- Table [illegible] shows the capacities and utilization of teaching stations serving the present program.